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ABSTRACT

The secondary social studies activities materials developed by the North Dakota Exemplary Project represent information that will be helpful to teachers in achieving the goals of a career education program. The guide provides a flexible framework to provide experiences that will support the learning principles needed to attain the required knowledge, attitudes, and skills essential to productive living integrated into the existing curriculum. A brief explanation is offered of career education--its definition, philosophy for the secondary level, specific secondary objectives, summary of career education objectives, and the need for career education. The needs of the students, involvement in the world of work, and classroom facilities should set the stage for the selection of resource units to be used. Within the social studies area, activities are organized by the career education elements of: self awareness, career awareness, attitudes and appreciations, economic awareness, skill awareness, and educational awareness. Each broad objective includes specific behavioral objectives, a suggested subject area and grade level, learning activities, suggested teaching techniques, resource materials, and worksheets. Supplemental materials are appended. (Author/BP)

ED105089

SELF-AWARENESS

EMPLOYMENT TRENDS

WORK ATTITUDES

SOCIAL STUDIES

UNIONS

ECONOMICS

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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GRADES 7-12

DECISION MAKING

GOALS - VALUES

OCCUPATIONAL INFORMATION

CE003325

ED105089

Secondary Social Studies Activities
# of the
North Dakota Exemplary Project in Career Education

Conducted Under
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PREFACE

The 1968 Vocational Education Amendments called attention to the need for innovative programs in education that would help students bridge the gap between school and work. In response to this legislation the State Board for Vocational Education in cooperation with the Department of Public Instruction, the Bismarck Public School District, and others have initiated a developmental program in Career Education. This program has been developed and field tested in the Bismarck District and other schools that have asked to become involved during 1970 - 1973.

The following materials have been compiled by the staff of North Dakota's Exemplary Career Education Program with the assistance of many individuals and groups. The contents are designed as ideas that could be used to develop various Career Education concepts and objectives. The activities are to be integrated into your existing curriculum, sequenced, and adapted to meet the needs of all people involved in education at the local school.

ACKNOWLEDGMENTS

The staff of the State Exemplary Project in Career Education gratefully acknowledge the help of the teachers, administrators and counselors in the Bismarck Public Schools for assistance in the development and field-testing of the suggested activities.

In addition to the personnel in the Bismarck School District many individuals and groups contributed to furthering the effort of Career Education in North Dakota. The project staff extends a special thank you to the staff of the State Board for Vocational Education, members of the Department of Public Instruction, and all other school districts, agencies, and individuals that helped make this publication a reality.

PURPOSE OF THIS GUIDELINE

The Career Education reference material included in this guideline represents information that will be helpful to teachers in achieving the goals of a Career Education program.

The guide provides a flexible framework to provide experiences that will support the learning principles needed to attain the required knowledge, attitudes and skills essential to productive living. Within this flexibility, there is no planned sequence of study in this guide. The needs of the students, the involvement in the world of work and the classroom facilities should set the stage for the selection of resource units to be utilized.

This guide does not provide a framework for a separate unit on careers. Rather, it is expected that learning experiences from the guide will be incorporated into existing units of instruction.

This guide is organized around 16 major objectives. To achieve these objectives the activities include expected student behavior and suggested learning experiences. Teachers are encouraged to add other goals and learning experiences which they have found successful.

The Career Education activities in this guide have been organized in the Table of Contents as they relate to the elements of the Career Education Program. With this structure, the teacher has a ready reference for the selection of an activity appropriate for working with that element. In using the activities, the classroom teacher should make special note of the format as it applies to the student and teacher needs. Provisions have been made for a broad objective and supportive techniques. Also, suggested resources have been listed to help the teacher and student work out a plan of study. It is not intended that the teacher be limited to the activity as presented. Rather, it is to be thought of as a point of departure in accomplishing the desired objectives.

DEFINITION OF CAREER EDUCATION

"Career Education represents the total effort of public education and the community to help all individuals become familiar with the value of a work oriented society, to integrate those values into their personal value structure, and to implement those values in their lives in ways that make work possible, meaningful, and satisfying to each individual."
Dr. Kenneth Hoyt

Career Education is an integral part of education. It is a concept that includes as its main thrust the preparation of all students for a successful life of work by increasing their options for occupational choice and attainment of job skills, and by enhancing learning achievement in all subject matter areas. Career Education is a series of growth experiences which begins in the home and continues at the pre-school and elementary, junior high and senior high, post-secondary and adult levels of education. Emphasis is placed on career awareness, orientation and exploration of the world of work, decision-making relative to additional education, preparation for employment, and understanding the interrelationship between a career and one's life style. It provides purposefully planned and meaningfully taught experiences which contribute to self-development as it relates to various career patterns. Career Education calls for a total effort of the home, school and community to help all individuals become familiar with the values of a work oriented society, to integrate these values in their lives in a way that work becomes useful, meaningful and satisfying.

CAREER EDUCATION PHILOSOPHY

Secondary

Career Education is that one aspect of life-long individual development which relates to the occupational needs of the individual and which occurs with social, emotional, intellectual and general personal development. All facets of individual development are integrated with each other in a life-long continuing process.

Career Education in the secondary school provides for broad based occupational exploration including classroom, shop, laboratory and field experiences in a variety of occupational areas.

It is designed to assist secondary students, through an interdisciplinary approach, develop a more realistic plan for their own careers. The activities provide for further development of self-concept, self-appraisal of abilities, interests and aptitudes; understanding of education avenues; appreciation of economic and social values of work and an awareness of the decision-making process.

The decision-making process is an important facet of career development at the secondary level. The student relies heavily on pre-high school experiences relating to awareness and exploration experiences of the individual in the career education activities on the elementary level.

The decision-making process is not a "one shot" deal but rather an end result of many experiences throughout the lifetime of an individual. Whether or not the decision will be a realistic one for the individual depends on how he sees himself in relation to the total picture. Therefore, career education necessarily becomes a lifetime process since decisions are constantly being made by the individual.

Educational curriculums and other experiences usually consider the physical, emotional, intellectual, and general educational development but, unless coincidental, fail to consider the other aspect of career education in the overall educational process. In light of this void in the curriculum, activities or experiences must be provided each student by the classroom teacher. No one individual or department in the school system can achieve the desired goals alone.

Many of the activities provide an opportunity for the students to visit the business community and observe workers on the job at all levels, including semi-skilled, skilled, technical, and professional occupations. Students will interview workers to learn their respective feelings about their occupation, the educational requirements, work settings, benefits, work hours, and job characteristics relative to self-characteristics.

The secondary student must be cognizant of the options before him and through classroom or subject matter related experience be reminded of the resources, both intellectual and materialistic, from which he can draw in making a realistic decision; he must be equipped to deal with the decision as it affects his future; be prepared to make necessary adjustments demanded by his environment; in general begin planning and preparing for adult living.

SPECIFIC SECONDARY OBJECTIVES

1. To create self-awareness of students' interests, abilities and aptitudes.
2. To help students set realistic goals in light of knowledge about themselves.
3. To relate that technology affects the number and types of careers and to illustrate the interdependency of workers.
4. To acquaint students with the various aspects of community job resources, job hunting, applying, interviewing and securing employment.
5. To show a relationship between school subjects and opportunities that exist throughout life.
6. To familiarize students with sources and uses of occupational materials in the library and/or counselor's office.
7. To become aware of employment trends and outlooks, employer-employee relationsips and the distribution and mobility of employed persons.
8. To investigate projected needs for various workers and the career patterns involved with these workers.
9. To acquaint students with the basic economics, budgeting, and the importance of fringe benefits when considering employment.
10. To acquaint students with labor unions, apprenticeship programs, and journeyman programs.
11. To expose students to a full range of occupational opportunities.
12. To understand goals, values, and aspirations and how they relate to the choice of a career.
13. To develop basic problem-solving techniques.
14. To acquaint students with the need for continuing education.
15. To help students make a realistic choice of post-secondary plans.
16. To help students make the necessary adjustments for adult living.

SUMMARY OF CAREER EDUCATION OBJECTIVES

I. PREPARE FOR MAKING CAREER DECISIONS

   A. Know own characteristics relevant to career decisions.
   B. Know the characteristics and requirement of different careers and occupations.
   C. Relate own personal characteristics to occupational requirements.
   D. Plan for career education or change.

II. IMPROVE CAREER AND OCCUPATIONAL CAPABILITIES

III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK

   A. Have generally useful numerical skills.
   B. Have generally useful communication skills.
   C. Have generally useful manual-processing and decision-making skills.
   D. Have generally useful interpersonal skills.
   E. Have employment-seeking skills.

IV. PRACTICE EFFECTIVE WORK HABITS

   A. Assume responsibility for own behavior.
   B. Plan work.
   C. Use initiative and ingenuity to fulfill responsibilities.
   D. Adapt to varied conditions.
   E. Maintain good health and grooming.

V. HAVE POSITIVE ATTITUDES TOWARD WORK

   A. Recognize the basis of various attitudes toward work.
   B. Hold competence and excellence in high regard.
   C. Seek personal fulfillment through own achievements.
   D. Value work in terms of societal goals.
   E. Pride in work improves quality.

VI. HAVE A POSITIVE IMAGE OF SELF

   A. Understand feelings toward myself and others.
   B. Understand and accept my similarities and differences.
   C. Identify, clarify, accept, or change my values.
   D. Assume responsibility toward self and society.
   E. Recognize inherent capabilities.

NEED FOR CAREER EDUCATION

A fundamental purpose of education is to prepare people to live a productive and rewarding life. For far too many Americans our schools are failing in this essential mission.

In typical schools throughout the country young people complain that curriculums are dull and irrelevant, that their education is not opening pathways to a fulfilling adulthood. Substantial numbers of students score below their grade level in basic skills; high dropout rates, absenteeism, academic failure, drug abuse, vandalism, and assaults on administrators, teachers, and pupils signal their discontent.

It is a rare school that equips all its students to make the choice upon graduation of entering the job market with a salable skill or of continuing their education. Too often the graduate has neither option, let alone the opportunity to select one or the other.

Nearly 2.5 million students leave the formal education system of the United States each year without adequate preparation for a career. In 1970, not counting enrollment in homemaking, only about one high school student in six was enrolled in occupational preparation. More persons are graduating from a 4-year college with a bachelor's degree than there are jobs for degree holders. By the end of this decade eight out of ten jobs in America will not require a baccaluareate degree.

In a modern society, formal education stands directly between a person and his ability to support himself and his family. If the quality or the appropriateness of any child's formal education is poor, what might have been a roadway to opportunity will remain a barrier. To fail to fulfill a responsibility in this respect means to render a large proportion of the future citizens of this country economically obsolete.

More appropriate curriculums must be developed, validated, and installed and they must be used more realistically if we are to meet the needs and desires of students and serve the purposes of society.

Taken from

Career Education
S. P. Marland, Jr., Commissioner
DHEW Publication No. (OE) 72-39
1971

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop self-awareness of students emotional feelings.

SPECIFIC BEHAVIORAL OBJECTIVE: By reading and analyzing an autobiographical theme dealing with inner conflicts, the student will write a short self-analysis essay.

SUGGESTED SUBJECT AREA Any (Soc. St.)

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Discuss and give examples of "inner" conflicts. 2. Read the story "Drop Dead" by Julia Cunningham. 3. Have students answer the questions on 2nd page.	Follow-up 1. Write a short essay: "How I View Myself" or "How Others View Me" 2. Draw a picture of yourself - try to show your personality within it. or Draw a picture of the person in front of you.	"Drop Dead" enclosed

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Inner conflict.....

Conflict situations usually result in some outward, visible action. However, often there are conflicts within an individual, himself.

Can you think of examples of "inner" conflict? Perhaps, within yourself?

Read the story "Drop Dead" by Julia Cunningham.

DROP DEAD

Julia Cunningham

This story starts and middles and ends with me. I guess I was always what is called different, or way out, or a little nuts. Like me or not, that's how it is. Oh, I look like any other eleven-year-old with a thatch of roughly cut brown hair, the correct number of fingers and toes, green eyes that can open and shut with sun or sleep, and a sort of overall foxy face, narrow at the chin. But I have a secret that nobody, not my dead grandmother or Mrs. Heister at the orphanage or my various unfortunate teachers, ever guessed. I am ferociously intelligent for my age and at ten I hide this. It is a weapon for defense as comforting as a very sharp knife worn between the skin and the shirt. When a person hasn't money in the pocket, good leather to walk around in, clothes that are his own, and a home address to back him up, I figure he has to have something else—anything. And I'm lucky. I'm not just bright, I'm brilliant, the way the sun is at noon. This is not a boast. It's the truth. It's my gold, my shelter, and my pride. It's completely my possession and I save it like an old miser to spend later. I purposely never learn to spell, which for the simple indicates stupidity. I fall all over my tongue when I am asked to read in school, and when we have a test in arithmetic, I dig in the wrong answers very hard with a soft pencil and then smudge them over with my thumb to make it look as though I had tried.

I realize that I sound pretty unsavory, and maybe if my soft little grandmother had lived longer and I hadn't been thrown into the orphanage the day before I got to be ten I might have chosen to stand and shine. She would have been proud of me and that would have given me a reason. But she didn't and she died poor, so my story, as me, really starts over a year ago on a chill autumn night having a rather scrawny arm pinched by the thunderous Mrs. Heister, superintendent of the village home for children.

This big, overstuffed woman has nothing against me. She doesn't know me that well. But to her I am another bed, another hunger to feed, and maybe another contact for her switch, which in all justice to her, she only uses when forced to by a major rebellion. She tells me there are no rules except cooperation, obedience, and attention to homework and then calls in a senior citizen of about fifteen, who leads me off like a small dog to a long, windowed room, points at a cot with red blankets, says, "That's yours," and takes off.

What does the boy think of himself?

How does he feel other's view him?

Does he have a conflict? With himself? With others?

Have you ever experienced the same problems?

Have you ever felt that other people thought of you differently than you think of yourself?

Write a short essay: "How I View Myself" or "How Others View Me".

What conflicts do you have yourself?

What problems do you have within yourself?

How are such conflicts resolved? Or are they?

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop self-awareness by examining some conflicts in life through music.

SPECIFIC BEHAVIORAL OBJECTIVE: After examining some conflicts of life which are expressed in music, the student will listen to some modern songs - study carefully and write their own lyrics to go with some specific tunes - that express their own feelings or conflict situations in their life or that of their family or friends.

SUGGESTED SUBJECT AREA Music - Social Studi

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Introduction: Examples of conflicts in the lives of men are often expressed in music. The mood of music sometimes gives us a feeling of the mood of the composer. The classical composers such as Beethoven and Schumann, are said to have portrayed problems of a personal nature in their writings, such as growing deafness and conflicts in love. Modern day singers often sing about conflicts in their lives, personally and in the lives of this country. Protest songs are an excellent example and are sung by Pete Seeger, Joan Baez, Bob Dylan, Sammy Davis, Jr.	1. Listen to some modern songs (inner conflict) 2. Study the message of the words being sung to the mood of the music. 3. Have students write their own lyrics to go with specific tunes. Have them express their own feelings on conflicting situations in their own lives or that of friends or family. Follow-up: 1. Have students make up own list expressing different ideas relating to the study of conflict in our society. This could be done on a small group basis.	Examples of conflict: records such as Pete Seeger "This Was The Year That Was" Rod Steward "Maggie May" Sammy Davis,Jr. "I've Got To Be Me" (It would be best to use current popular music)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To create self-awareness of student's aptitudes.

SPECIFIC BEHAVIORAL OBJECTIVE: To develop self-awareness of inner conflict the students will cut out the Idea Strips and rearrange them to different types of "pictures" of conflict. Rearrange to tell a story.

SUGGESTED SUBJECT AREA any (Soc. Science)

SUGGESTED GRADE LEVEL Jr. - Sr. High (Self-Awareness)

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
The idea strips can be organized in many different ways, depending upon the interests and perspectives of the individuals. Different individuals or groups within the class may well organize the strips differently.	1. The idea strips, designed to elicit students' responses on subjects of conflict in our society, may be used as a basis for creating an oral or written story or poem. 2. Cut out the words on the following Idea Strips and rearrange to create different types of "pictures" or descriptions of conflict. Rearranged to tell a story the strips can be presented in a totally unstructured way or: 1. "I am going to give you some strips of paper with some bits of information on them. I would like to see what you may be able to do with them." 2. "Make believe you are ________. How would you arrange them? Continued	Use the enclosed Idea Strips

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	Follow-up: 1. Make up own list expressing different ideas relating to the study of conflict in our society. 2. You may wish to divide class into small groups to develop these lists and then swap the lists with other groups for rearrangment and study. Compare and discuss the different stories to show that the past experiences of an individual shapes his present attitudes, beliefs and goals.	

Tiny Tim
predictions
hurricane
insults
card
hair
money
spank
yard
simultaneously
prayer
deliberate

bang-bang
internal
fist
purple
drink
rocks
ruler
teacher
demand
hunt
lie
tense

black
stockings
jeans
you
red
scissors
crayons
power
soap
broad
tight
snicker

truth
weed
flag
bigger
hot
water
island
follow
plot
watermelon
soul
love

cops
loyalty
recognition
right
scales
fire
vote
protection
parents
law
drop-out

lunchroom
Boy Scout
violence
white
power
hope
sheet
right
black
race
gangs

peace
strong
fairness
order
togetherness
free
prosperous
needs
desires
happy
luck

beating the rap
cool it
squealed on me
didn't do it
hate
I'm right
rat-fink
skip school
help
compassion
trust

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To create self-awareness of students' personal qualities as related to the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: By completing and analyzing the three questionnaires, the student will evaluate his own qualities in relationship to the world of work.

SUGGESTED SUBJECT AREA Any/Soc. Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Could be used as a follow-up to #1. (Attitude Blank) Student: 1. Review, discuss, and complete the questions in "So This Is Me?" 2. Review, discuss, and complete the "Self-Rating Scale" and the "Personality Scale".	Teacher 1. Review and lead a discussion with the class on "So This Is Me?" 2. Explain and discuss the self-rating charts. "Self-Rating Scale" "Personality Scale" 3. Discuss the question and charts.	"So this Is Me?" "Self-Rating Scale" "Personality" all attached - one per student

SUGGESTED CORRELATION FOR THIS ACTIVITY:

SO THIS IS ME?

Samples of the individual Self-Rating Scale and the Personality Scale which follow are based on Gwen Jones, who is seeking a job as a secretary. She is seventeen years of age and in her last year of high school. She has hobbies and interests that are probably quite similar to the ones you have. In fact, she might be the person sitting next to you or the one across the room, or perhaps even YOU.

These two scales will tell you what kind of a person Gwen is; what some of her strong points and weaknesses are. Your assignment is to study the two charts and then answer the questions below.

1. What qualities do you think Gwen has that would make her a good secretary? List those qualities below. Be prepared to explain your choices.

2. What qualities do you think Gwen has that would probably prevent her from doing the best job possible? List below and be prepared to explain your choices.

3. Gwen has listed that she has poor hearing and only fair vision. What could Gwen do to correct or improve these?

4. How might poor care of teeth affect her job as a secretary?

5. How might poor handwriting or spelling be improved?

6. Might Gwen make a good office supervisor? Explain your answer by drawing your conclusions from the charts.

7. Explain how well you think Gwen will get along with her fellow employees.

8. How well do you think that Gwen will get along with her employer? Why?

9. Would you hire Gwen? (Write a brief paragraph telling whether or not you would hire Gwen and the reasons for your decision.)

You will find two blank charts following those on Gwen Jones. You are to judge yourself in the same way that Gwen judged herself. When you have finished filling in the rating scales, answer the questions below:

1. What do you think are your outstanding qualities?

2. What are some areas in which you need improvement?

3. How might you go about making improvements in each of the areas listed.

PERSONALITY SCALE

NAME ______________________	VERY POOR	POORER THAN MOST	ABOUT SAME AS MOST	HIGHER THAN MOST	VERY HIGH
WORK HABITS 1. Industrious					
2. Accuracy					
3. Promptness					
4. Concentration					
GROUP ATTITUDES 1. Reliability					
2. Cooperation					
3. Leadership					
4. Sportsmanship					
5. Respect for others' rights					
PERSONAL CHARACTERISTICS 1. Friendliness					
2. Courtesy					
3. Neatness					
a. in person					
b. in work					
4. Self-confidence					
5. Poise					
6. Self-control					

SELF-RATING SCALE

Directions: Rate yourself on each of the items listed opposite the scales drawn below. On each scale place an X at the point that you think right for you now. If you feel that you rate halfway between any two of the four major points on the scale, place an X at that point.

Be honest with yourself. Be neither too generous nor too modest.

	POOR		FAIR		GOOD		EXCELLENT
Vision							
Speech							
Hearing							
Spelling							
Handwriting							
Reading							
Manual Dexterity							
Posture							
Cleanliness							
Care of Teeth							
Care of Hair							
Attitude							
Participation (Voluntary)							
Responsibility (Acceptance of)							

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To create self-awareness of students' personal qualities as related to the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To make the student aware of the importance of knowing himself, and to help him initiate a self-study program by completion of an evaluation question or writing a short biography.

SUGGESTED SUBJECT AREA Any (Soc. Sc.)

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Discussion: 1. Read - Self study 2. What did Socrates mean by "Know Thyself"? 3. Why is it important for a person to know himself? 4. Explain the meaning of abilities - give examples. 5. Explain the meaning of traits - Give examples. 6. Explain why it is important that a person know what traits he possesses. 7. Explain why it is important that a person know what abilities he possesses.	1. Students should evaluate themselves using the evaluation questions in the article. They should record their answers in a Career Builder folder. 2. Have each student select a favorite biography, pointing out the personal traits and abilities this person possesses that helped him become popular or successful. 3. Have the group select a well-known person and list on the blackboard the personal traits and abilities that added to his or her success.	1. Self Study (attached) 2. My Personal Traits (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

SELF STUDY

Many centuries ago in the city of Athens a wise philosopher and teacher walked the streets urging people to "Know Thyself." To him, people were the most important and interesting things in the world. No two were alike. This wise teacher, Socrates, knew that before people could understand others, they had to first know and understand themselves. He knew that if people knew themselves, they would be better prepared to live and get along with people and plan for the future.

What did Socrates mean "Know Thyself"? He knew that people were more than just skin and bones. He knew each one was different. Each had certain traits, abilities, and interests which would have an effect on their behavior. By understanding and using them wisely, a person could better plan and shape his future.

Today we know that Socrates was right. We know that all persons possess in various degrees certain traits, abilities, and interests which have a direct bearing on their future. It is important that a person understand and know which of these he possesses. Once he knows this, then he will be able to assess his capabilities and his limitations. When he knows all of these things, then we say he really knows himself. He is then able to better shape and plan his future.

At this point we would like to discuss traits and abilities. When we speak about traits, we refer to two kinds, physical and personal. Physical traits refer to a person's outward appearance. These include his height, weight, color of hair and skin. It includes his body build (muscular, stout, short, tall, thin, etc.). It includes the shape of his face and head. When we speak of personal traits, we are talking about those traits that make up his personality. Some of these are friendly, courteous, pleasant, kind, generous, and sympathetic. Also included are his emotions or feelings, likes, dislikes, and his attitude.

A person's physical and personality traits play a very important part in shaping one's future. For example, a person who isn't very muscular or strong might find it rather difficult to perform in a job which demands much strength as in lifting heavy objects in construction work. A person having an unpleasant disposition would most likely find it difficult to secure a job in a bank. His disposition would turn business away because people would avoid him.

We mentioned earlier in the article that in addition to certain traits which all people possess, there are also certain abilities which they have. By abilities we mean the capacity a person possesses by which he can do something very well. In more simple terms, it means a special skill or talent. Some examples of these are mechanical, artistic, mental, mathematical, musical, scientific, dramatics, and athletics.

Knowing one's abilities certainly is most essential when deciding on an occupation or in planning ahead. For instance, a person who has no mechanical ability will most likely have difficulty succeeding as an auto mechanic. A person who has little, if any, musical ability may experience a difficult time trying to succeed as a musician. The point is that one must consider very carefully his abilities when deciding on an occupation. In this article we only concerned ourselves with discussing traits and abilities and the bearing they will have on your future. The other area — interests — will be discussed in another booklet, "Work and You."

In the first article of this booklet entitled "You," you were told to take a good look at yourself. You also read how Socrates implored people to "Know Themselves." You also read that if a person knows what traits, abilities, and interests he possesses, then he really knows himself. He is thus in a better position to plan more wisely.

The time has now come for you to take a good look at yourself and evaluate what you possess. To help you in this process, use the evaluation which appears below. In this evaluation you are only going to concern yourself with your personal traits and abilities. Do not write in this book but copy the questions on another sheet of paper. After you have completed your evaluation, study it very carefully because it will give you a fairly good picture of yourself. It will tell you something about your traits and abilities. It will point out your strong and weak points. It will show you where you need improvement. Of course, this evaluation won't tell you everything, but it does give you a good start in your planning. After you have studied your evaluation, then record this information in your Career Builder Folder under the headings, "My Personal Traits" and "My Abilities."

MY PERSONAL TRAITS

Check which applies to you.

1. I am a friendly person. Yes __ No __ ? __
2. I like to be with people. Yes __ No __ ? __
3. I get along well with people. Yes __ No __ ? __
4. I get upset very easily. Yes __ No __ ? __
5. I am usually pleasant. Yes __ No __ ? __
6. I get a temper very quickly. Yes __ No __ ? __
7. I worry a lot. Yes __ No __ ? __
8. I have a lot of patience. Yes __ No __ ? __
9. I'm usually considerate of others. Yes __ No __ ? __
10. I like to plan school activities. Yes __ No __ ? __
11. I lack confidence in myself. Yes __ No __ ? __
12. I like school. Yes __ No __ ? __
13. I like to read. Yes __ No __ ? __
14. I like to speak before groups. Yes __ No __ ? __
15. I am kind. Yes __ No __ ? __
16. I am honest. Yes __ No __ ? __
17. I can keep a secret. Yes __ No __ ? __
18. I am dependable. Yes __ No __ ? __
19. I am prejudiced toward others. Yes __ No __ ? __
20. I have a sense of humor. Yes __ No __ ? __

MY ABILITIES

1. I learn quite easily. Yes __ No __ ? __
2. I can read quite well. Yes __ No __ ? __
3. My grades are average or better. Yes __ No __ ? __
4. I have a good memory. Yes __ No __ ? __
5. My mental ability is average or better. Yes __ No __ ? __
6. I possess average or better of one or more of the following abilities (check the ones that apply).

__ Athletic
__ Artistic
__ Mechanical
__ Musical
__ Mathematical

__ Scientific
__ Dramatic
__ Speaking
__ Selling
__ Dancing

(Write-ins)

____
____
____
____
____

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To learn to use self-knowledge in making some plans for the future.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will list four job factors that influence his life other than the performance of duties.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Students will learn that a job requires more than the performance of required duties and that a job can provide much satisfaction or dissatisfaction depending on the personalities of those with whom they work.	1. In a class discussion the following questions can be considered: A. Do you want a job primarily for money even though it may be a lonely job on the night shift at a factory? B. Do you care most for security, even though you make just a modest living? C. Do you prefer a job that requires little or no training, like that of an elevator operator? D. Do you prefer a job where you'll be dealing with people face to face, like a salesman? E. Are you interested in a job like those in advertising agencies or department stores, where you can work your way up to better jobs even though	Attached sheets Booklets: #5-1178 "Your Personality and Your Job" #5-1180 "School Subjects and Jobs" #5-153 "You and Your Abilities Science Research Associates

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	the pay at first may be poor and security not as great? 2. Have students fill in the accompanying S. R. A. questionnaire, "What I Want From A Job". 3. After students have rated themselves they can look at chart of occupations to see which kinds of occupations provide rewards they consider important.	

WHAT I WANT FROM A JOB *

Directions: Study the left-hand column and then rate yourself in the center columns as to how important each job reward is to you. Then study the right-hand column to find what types of jobs are most likely to offer you the job rewards you want

Job Rewards	Very Important	Moderately Important	Not Important	Typical Jobs
1 High income (over $20,000 a year)				Some professions; large businesses and farms, high-level saleswork, professional athletics, some jobs in entertainment
2 Middle income ($8000-$20,000 a year)				Most professions and businesses, skilled trades, some sales and technical work, some jobs in entertainment
3 Moderate or lower income (below $8000 a year)				Clerical, some sales, operatives, service workers, laborers, farmers
4 Security				Government work, jobs with large companies having employee benefit plans, jobs in unionized industries
5 Risk or adventure				Some sales, jobs in advertising, entertainment, jobs abroad, starting a business or working for a new company
6 Interesting and varied responsibilities, chance to exercise initiative and make own decisions				Most professions, most businesses at management level, some outside sales, some craftsmen's jobs
7 Short hours				Most factory and routine office jobs
8 Vacations				Longest in government work of all kinds
9 High standing in the community				Jobs requiring high degree of skill and education

* Taken From:
"What to do After High School"
Science Research Associates
Chicago, Illinois 60611

WHAT I WANT FROM A JOB *(continued)*

20

Job Rewards	Very Important	Moderately Important	Not Important	Typical Jobs
10 Early retirement				Policemen's and firemen's jobs; armed forces; some dangerous jobs, such as mining
11 Light, easy work				Routine assembly jobs, light sales jobs; many clerical jobs
12 Outdoor work				Surveying, some construction work, forestry, wildlife management; greenhouse, nursery, landscape work, tree surgery; orchard and farm work
13 Pleasant working conditions				Jobs in modern factories, offices, supermarkets, air-conditioned stores
14 Variety of duties every day				Repair work of most kinds, saleswork, installation of machinery or appliances; some office jobs, especially in smaller companies
15 Same duties every day				Routine filing jobs, assembly jobs
16 Chance to be creative				Tailoring and dressmaking, cabinetmaking and carpentry, jobs in commercial art, advertising, publishing, interior decorating
17 Chance to be alone				Forestry, some laboratory jobs, jobs as night watchmen, jobs as truck drivers
18 Chance to be with people				Saleswork, social service work, receptionist jobs, jobs as doctors' or dentists' assistants, jobs as waiters or waitresses

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop self-understanding by examining oneself, home, school and future.

SPECIFIC BEHAVIORAL OBJECTIVE: By completing, evaluating and discussing the "Attitude Blank" and the related vocabulary, the students will develop an understanding of how school, home and self affect their own decisions and attitudes.

SUGGESTED SUBJECT AREA Any/Soc. Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Student 1. Work with vocabulary 2. Review, discuss and complete the "Attitude Blank".	Teacher 1. Vocabulary list - discuss 2. Review and discussion of the "Attitude Blank". 3. Help student's individually (if needed) to complete the form. 4. Discuss with students how each of the following affect their own decisions and attitudes: school home self	"Attitude Blank" (attached) "Vocabulary List" (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

VOCABULARY LIST

1. Abilities
2. Accuracy
3. Authority
4. Capacities
5. Concentration
6. Confidence
7. Cooperation
8. Emotional
9. Industry
10. Leadership
11. Manual Dexterity
12. Personal
13. Poise
14. Posture
15. Promptness
16. Reliability
17. Resign
18. Respect
19. Self-Confidence
20. Self-Control
21. Sportsmanship

ATTITUDE BLANK

ABOUT MYSELF

Name: ______________________ Age: ________ Date: __________

1. What undertakings give me a feeling of failure:

2. What undertakings give me a feeling of success:

3. What I consider to be the most worthwhile things in my life right now:

4. What I appreciate most in my friends:

5. If I could be like another person, I would most like to be like:
(Name or describe the person and tell why)

6. If I had my life to live over, I would like to be:
(Just as it has been; different; etc.) Explain:

7. If I had three wishes, they would be: (Give reasons)
a.
b.
c.

ABOUT MY HOME

1. My family's influence on my feelings about school:

2. My family's influence on my feelings about myself:

3. My family's influence on my feelings about my future:

ABOUT SCHOOL

1. Subjects I like best: (Reasons)

2. Subjects I dislike most: (Reasons)

3. My easiest subjects are:

4. My hardest subjects are:

5. What I like about some teachers:

6. What I like most about school:

7. What I dislike about some teachers:

8. What I like least about school:

ABOUT MY FUTURE

1. What I want to do most upon graduation from high school: (Reasons)

2. After graduation from high school I definitely would not want to: (Reasons)

3. My family and I have/have not discussed what I should do for my life's work: When? Outcome?

4. If you plan further training after high school, what will it be? (trade school, college, business school, nursing school, etc.)

5. ~~How~~ long ago did you become interested in your first choice of a vocation? From what did your present vocational interest stem?

6. Why did you make this choice? Please underline those that may have influenced you in making your choice:

   Family
   Counselor
   Personal Business
   Financially possible
   Minister or priest
   My father's work

   Other reasons:

7. What I would like to be doing ten or fifteen years from now:

8. What I feel I will be doing ten or fifteen years from now:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with the vocational groupings: 1) working with people, 2) working with ideas, 3) working with hands and tools.

SPECIFIC BEHAVIORAL OBJECTIVE: By evaluation of working preferences - working with people, ideas, and tools, the student will compare them, in writing, to his job preferences.

SUGGESTED SUBJECT AREA Any/Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Evaluate each occupation in terms of: a. if the worker deals mostly with people b. if the worker deals mostly with ideas c. if the worker likes to work with his hands and tools Add to list - occupations which interest students. Have student evaluate whether or not his job preference is compatible to his personality working with a) people, b) ideas, c) tools.	After activity, have students evaluate the suitability of his job qualifications to the occupational requirements (keep in mind the three working preferences).	Vocational Grouping (attached) Widening Occupational Roles kit SRA

SUGGESTED CORRELATION FOR THIS ACTIVITY:

VOCATIONAL GROUPING

Some workers prefer to work mostly with other people. They like to try to persuade them to buy something or to make them happy or to make them feel better. Other workers prefer to work with ideas, to think up new things or to solve problems. Still other workers prefer to work with their hands and with tools.

Can you figure out which workers deal mostly with people, or ideas, or things. Put a (P) after the worker who deals mostly with people, and (I) after the worker who deals mostly with ideas, and a (T) after the worker who likes to work with things like his hands and tools.

EXAMPLE: Artists ___I___ Cabinetmaker ___T___ Doorman (hotel) ___P___

Actor ______

Air traffic controller ______

Pilot ______

Stewardess ______

Architect ______

Automobile salesman ______

Beautician ______

Carpenter ______

Chef ______

Draftsman ______

Editor ______

Electrician ______

FBI agent ______

Florist ______

Geologist ______

Insurance agent ______

Mathematician ______

Miner ______

Nurse ______

Oceanographer ______

Optometrist ______

Plumber ______

Policeman ______

Radio or TV announcer ______

Teacher ______

Truck driver ______

Waitress ______

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make students aware of expanding opportunities for girls in the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will discuss and research women as human resources and members of the labor force outside the home.

SUGGESTED SUBJECT AREA Social Science

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Questions to prompt research and thought on subject, followed by discussion and/or theme. Girls' and boys' opinions may prompt additional discussion.	For discussion after research on general topic: 1. Why are women in the labor force? 2. How has federal legislation influenced women's employment? 3. How have new life patterns (early marriage, fewer children, education, longer life) influenced women's working? 4. Why is job/career relation and preparation important?	Bulletins and leaflets on careers for women from: Womens Bureau U. S. Dept. of Labor Current magazines

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To expose students to a full range of occupational opportunities.

SPECIFIC BEHAVIORAL OBJECTIVE: Through research each group of students will plan, write script, make slides and organize their own slide show on an occupation of their interest.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Through the use of an occupational form as a basic guideline and the student's home-made slides, the student will research an occupation of his interest through a relevant and meaningful learning activity.	Slide Show on Occupations 1. Group; 3 or 4 students per group. 2. Have student research the occupation of his interest. 3. From old magazines (Nat'l Geographic is a good one) have student cut small social studies job related pictures which will be placed in the slide frames. (1½ x 1½) 4. Place the right side of pictures on sticky side of transparent contact paper. 5. Immerse in water (1-2 min.) 6. Peal picture so that all is left on a transparency. 7. Mount in slide frame 8. Put in order 9. Tape script.	Materials: (1) tape recorder and tapes (cassette) 2) glossy colored magazine picture (small and related) 3) Elmer's glue and 4) slide frames (obtainable 2¢ each at May's Camera Shop) 5) Transparent contact paper enough for 1½ x 1½" for each slide. Use old magazines for the colored pictu use library for filling out the occupational form (which may be helpful in writing the script for slide show) The World Today, Its Patterns and Cultu

SUGGESTED CORRELATION FOR THIS ACTIVITY: The World Today, Its Patterns & Cultures, Chap. 3

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of the job opportunities in the Social Studies field.

SPECIFIC BEHAVIORAL OBJECTIVE: After researching the occupations listed in the occupational vocabulary list the students will complete the social studies occupational crossword puzzle.

SUGGESTED SUBJECT AREA Soc. Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
The students will research the occupations listed on the social studies occupational vocabulary list, complete crossword puzzle and do an indepth research on the occupation in social studies that best fits his interests and abilities.	1. Have the students research occupations on form, either individually or in small groups. Follow the directions carefully. 2. Discuss in a large group 3. Have students complete crossword puzzle. (hand out) 4. Discuss each occupation used in crossword puzzle. 5. Have each student do an indepth study of the soc. st. career of his choice Include; 1) essay, 2) interview with some in that occupation and 3) a class report. 6. Discuss job opportunities in the Social Studies field.	Included: 1. (a) "Occupational Vocabulary List" (b) "Questions for Occupational Crossword Puzzle" (c) The "Social Studies Related Occupations Crossword Puzzle" (d) For teacher: answer sheet for puzzle 2. Occupation Outlook Handbook 1972-ed. (Department of Labor) 3. S. R. A. Career Information Kit Science Research Asso. Inc. Chicag

SUGGESTED CORRELATION FOR THIS ACTIVITY: Use as an introduction to Social Studies course

A. OCCUPATIONAL VOCABULARY LIST (Social Studies)

Directions: Define each occupation by: 1) listing the various tasks performed by each, 2) the areas in which each occupation is found, 3) the training required, and 4) Source of additional information. Use complete sentences.

1. Psychologist
2. Lawyer
3. Paleontologist
4. Historians
5. Actuary
6. City Manager
7. Ethnologists
8. Teacher
9. Newspaper reporters
10. Political Scientist
11. Research directors
12. Anthropologists
13. Economists
14. Foreign Correspondent
15. Geographer
16. Statisticians
17. Social worker
18. Editor
19. Sociologists
20. Librarian
21 Public Relations director

QUESTIONS FOR OCCUPATIONAL CROSSWORD PUZZLE

ACROSS

1. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ study man, his origins, physical characteristics culture, traditions, beliefs, customs, languages, material possessions and his structured social relationships and value system.

3. _ _ _ _ _ _ _ _ _ _ _ study the spatial characteristics of the earth's terrain, mineral, soils, water, vegetation, and climate. They study where people live, why they are located there and how they earn a living.

5. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ studies government - what it is, what it does, and how and why. He is interested in government at every level - local, county, state, regional, national and international.

6. _ _ _ _ _ _ _ _ _ _ _ _ study the groups which man forms in his association with others - families, tribes, communities, and states. He also studies a great variety of social, religious, political, business and other organizations.

11. A _ _ _ _ _ _ _ _ _ _ _ _ studies the behavior of individuals and groups and tries to help individuals achieve satisfactory personal adjustments.

12. A _ _ _ _ _ _ advises people in need of legal help on their rights and obligations and represents them in court.

13. A _ _ _ _ _ _ _ _ _ _ _ _ _ _ traces the evolution and development of past life by studying fossilized remains of plants and animals in geologic formations.

16. _ _ _ _ _ _ _ _ directors assemble and analyze information needed for effective advertising programs. They study the possible uses of the product, its advantages and disadvantages compared with competing products, and the best ways of reaching potential purchasers.

DOWN

2. _ _ _ _ _ _ _ _ _ _ study the problems that are in the use of limited resources of land, raw materials, and manpower to provide goods and services. They analyze the relation between the supply and demand for goods and services. They study the ways in which goods are produced distributed and consumed.

4. _ _ _ _ _ _ _ _ _ use records; past events, institutions,ideas, people, to describe and analyze this past through writing and teaching.

7. Newspaper _ _ _ _ _ _ _ _ _ gather information on current events and use it to write stories for publications in newspapers.

8. A _ _ _ _ _ _ _ is a classroom instructor who motivates students to seek information and to further his personal growth.

9. _ _ _ _ _ _ _ _ _ _ _ _ collect, develop, analyze and interpret data, numerical terms decribing the characteristics of the world and its inhabitants by use of statistics.

10. An _ _ _ _ _ _ is one who edits and evaluates manuscripts to determine how much revision is necessary or writes editorials.

Down - Continued

14. An _ _ _ _ _ _ _ _ _ _ _ _ _ is a cultural anthropologist, who spends long periods living with tribal groups to learn about their ways of life. He studies ethnic groups.

15. The city _ _ _ _ _ _ _ _ is appointed by the community's elected officials and his duties include: 1) appointing department heads and staff, 2) coordinating and administrating the activities of the operating departments (tax department, law enforcement, etc), and 3) preparing the annual budget for the council's approval.

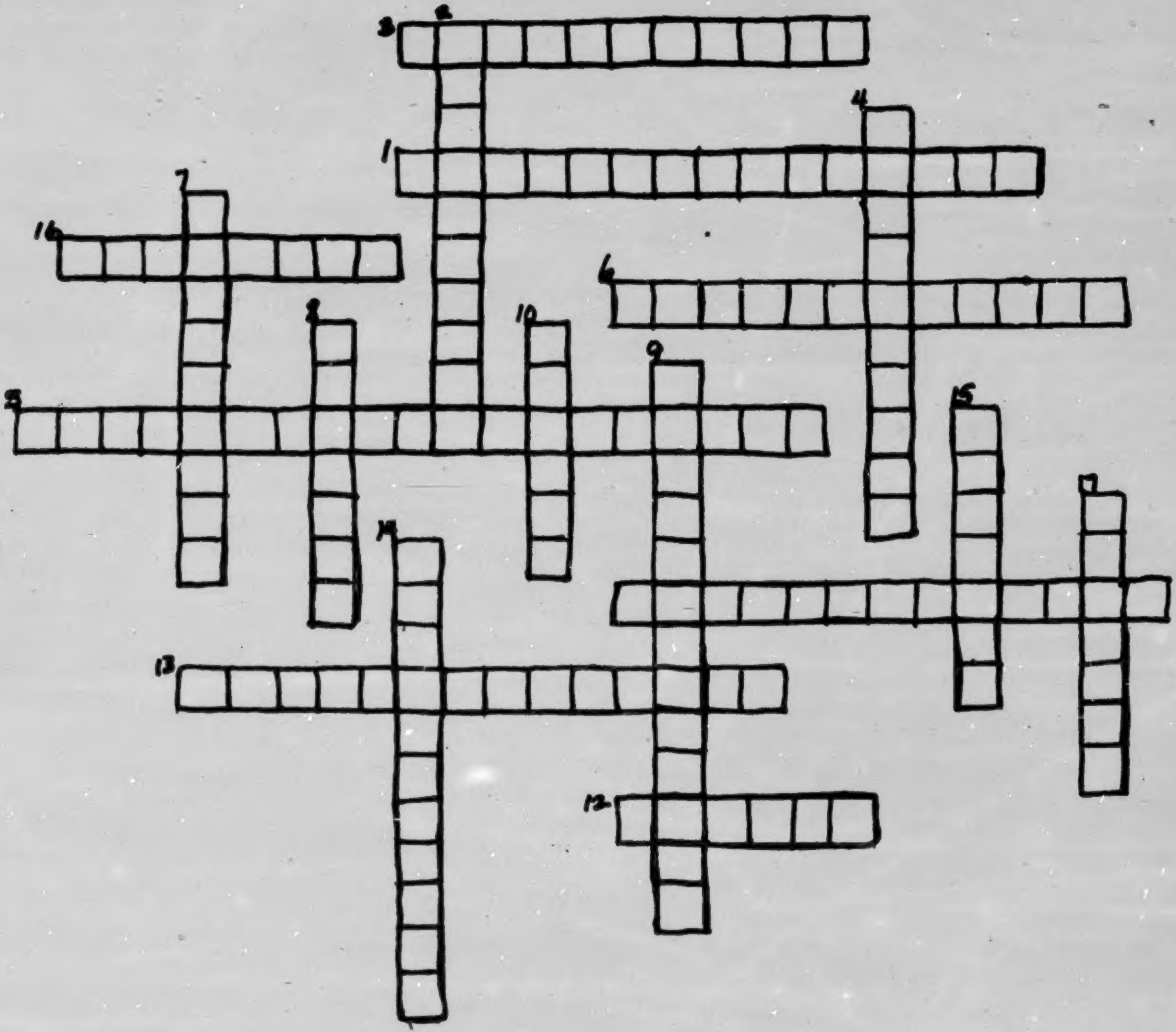
17. An _ _ _ _ _ _ _ _ is responsible for designing insurance pension plans and for maintaining these programs on a sound financial basis. He uses statistical data, (such as; rates and deaths, sickness, retirement and property loss from accident, theft and fire) to construct tables on the probability of insured loss.

(C)

NAME ____________________

Social Studies related occupations

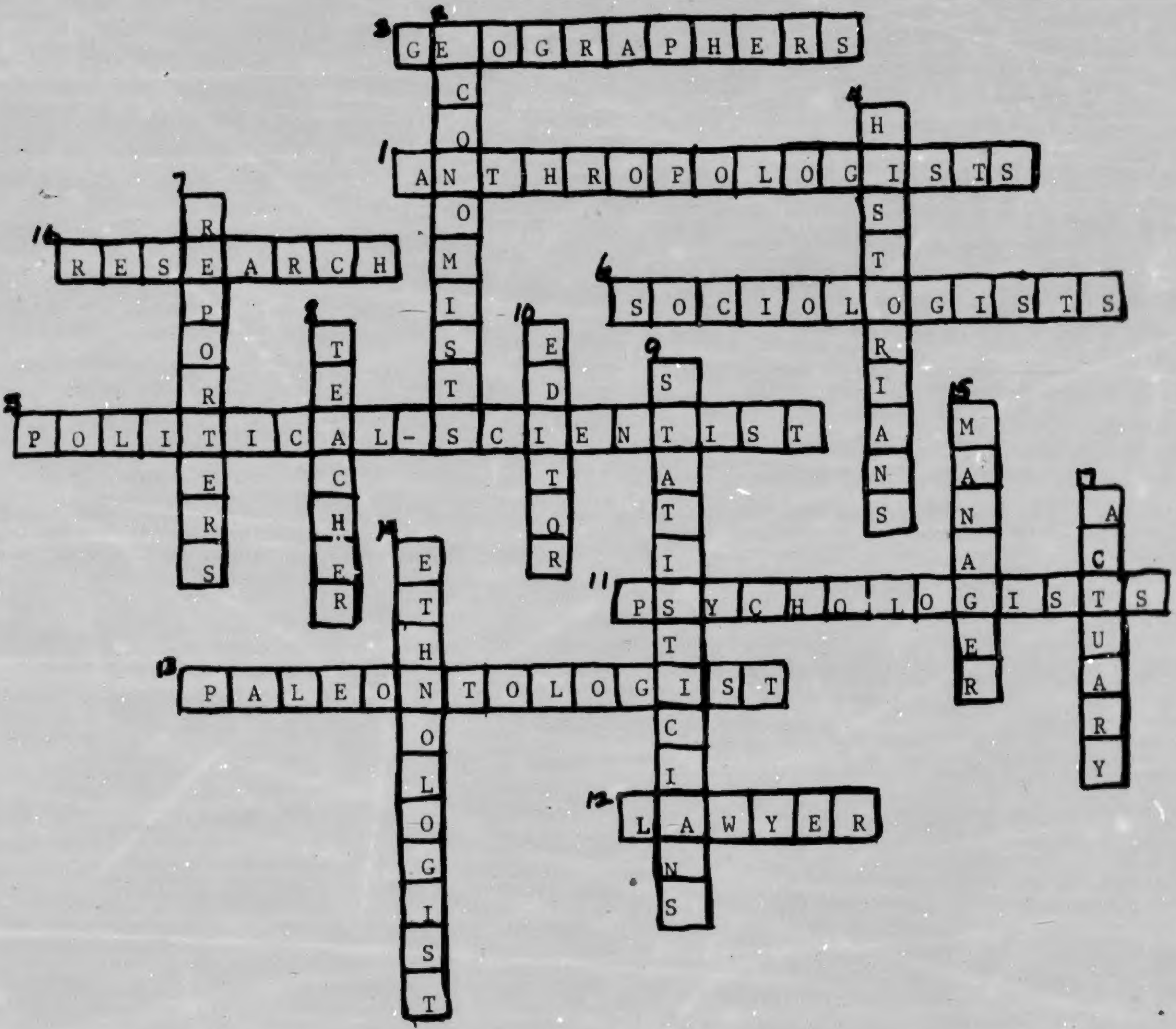
CROSSWORD PUZZLE


3
2
4
1
7
16
6
8
10
9
5
15
17
11
13
12

Social Studies related occupations

CROSSWORD PUZZLE

(ANSWER SHEET)


3 GEOGRAPHERS
2 ECONOMIST
4 HISTORIANS
1 ANTHROPOLOGISTS
7 REPORTERS
16 RESEARCH
6 SOCIOLOGISTS
8 TEACHER
10 EDITOR
9 STATISTICIANS
2 POLITICAL-SCIENTIST
15 MANAGER
17 ACTUARY
14 ETHNOLOGIST
11 PSYCHOLOGISTS
13 PALEONTOLOGIST
12 LAWYER

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with sources of job opportunities.

SPECIFIC BEHAVIORAL OBJECTIVE: After selecting five occupations using the yellow pages of the telephone directory, each student will demonstrate a knowledge of the yellow pages by listing the name, address, and telephone number of three different types of firms.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Have students choose five occupations from the yellow pages of a phone book. Students list these five occupations in the order of preference. Have students list the name, address and telephone number of the firm. Briefly describe why you think you would like these jobs.	1. Ask students whether or not they feel that in time they would be able to do this work. Here they must look at themselves realistically. 2. Discuss the importance of using the yellow pages in searching for a job. 3. Teacher might run a survey to see how many students picked the same jobs and where most of the interest was centered.	Phone book Filmstrip: 7-5-C "Applying for the Job You Want" Eye Gate Booklet: "Finding Part-Time Jobs" #5-1184 SRA Guidance Series

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with sources of job opportunities through the use of classified ads.

SPECIFIC BEHAVIORAL OBJECTIVE: Through the use of want ads students will be able to interpret these ads and apply for a job.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	1. Distribute mimeographed sheet of sample want ads. 2. Pass out classified ad section of any newspaper. 3. Point out and discuss the following sections of classified ads: a. employment bureaus (private) b. training advertisements c. business opportunities d. positions wanted e. help wanted 4. Have students write down and discuss the five major headings that are most interesting to them. 5. Discuss the following questions: a. What do you want in a job? b. Is the money earned most important? c. Would you be willing to live away from home five days per week? 6. Students should consider jobs - keeping in mind their individual interests and abilities. 7. Have students evaluate the demands of the job and what kind of satisfaction can be attained. (continued)	Sample want ads (attached) Classified section of any newspaper Booklets: "Finding Part-Time Jobs" #5-1184 SRA Guidance Series Filmstrip: "Applying for the Job You Want" #7-5-C Eye Gate

GGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	8. Have student write a letter of application for the job of his choice. (English class) 9. Discuss use of want ads in procuring a job.	

Want Ads ANYTOWN, U.S.A. June 1, 1970

Girl needed to help with housework and two pre-school children. Excellent pay. Must live in. Mrs. Cartright, 917 Hampton Court

####

Help wanted. Young man to plant and care for garden. June 1 - September 15. Good Pay. Hard work. Write Will Jones 4171 Jay Avenue

####

Theater ushers and concessionaires. Six months trial basis. Fast advancement. Mr. Slauto, Bijou Theater

####

Baker's helpers needed. Learn trade while earning. Mr. Flores, Western Bakery, 1121 Central Avenue

####

Stock boy for new ladies' ready-to-wear. Must be neat appearing and willing to work extra hours. Mrs. Cliffmore, 307 Elmwood Avenue

####

Need job? Write Fred Ferbert, 2118 Almost Drive for details of remunerative door-to-door selling of new household products. Blue law approved

####

Young lady companion for elderly widow. Read, visit, ride. No nursing or driving. Hours vary. No clock-watchers need apply. $25.00 per week. Mrs. Jackson Updike, 1115 Laural Canyon

####

Will let contract for painting two miles of farm fence. Write John McDougal, R.R. 7, State finishing date and your price.

####

Amateur typist. 20¢ per page, 5¢ per carbon. Use my typewriter or yours. S. E. Bosely, Apt. 10, Kay Apts.

####

Will hire window washer. Display windows of five shopping center establishments. Each daily - outside only. Write J. Heming, c/o Pall Mall.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To expose students to a wide range of occupational opportunities.

SPECIFIC BEHAVIORAL OBJECTIVE: To become aware that each occupational group contains varied jobs and requires varying degrees of education, training and skill, by viewing filmstrip, working with vocabulary, group reports or making bulletin boards, by reading Investigation of Occupational Groups and doing questions at end of each section.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Make individual or group reports on occupational areas. Reports can be compiled into a pamphlet for each member of the class. Make oral presentations on occupations. Oral reports could include individual presentations, group or panel discussions. Find pictures in magazines, books, etc. that show occupations, and write identifying captions. Make bulletin boards using pictures, written materials, etc. Read, discuss, and answer questions in "Investigation of Occupational Groups".	Discuss occupational groups and requirements. Show filmstrip and discuss.	Filmstrip: A778-4 "What Are Job Families?" SVE ~~"Vocabulary List" (attached)~~ "~~Investigation of Occupational Groups~~" ~~(attached)~~ Occupational Outlook Handbook

GGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To give students (girls in particular) a greater awareness of the realities of women's lives.

SPECIFIC BEHAVIORAL OBJECTIVE: Students (girls at least) will consider immediate and realistic plans for womens' role in careers, homes, world of work.

SUGGESTED SUBJECT AREA Social Science

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Data attached. Consider specific cases in girls' acquaintance to verify reality of statistics; find how problems were worked out.	Introduce topic with comments on discussion of plans of girls in the class Present realistic facts on future of "girls into womanhood", and career-marriage combination role information to increase awareness of future possibilities, realistic approaches to a girls life. By theme or discussion have girls (and boys) think thru their plans for the future - work, marriage, combination of two.	Psychology texts Home Economics texts Bureau of Labor Statistics Womens Bureau Data U. S. Dept. of Labor Commission on the Status of Women data - state, national Resource persons

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Data from U. S. Department of Labor and results of the California Advisory Commission on the Status of Women.

Average life expectancy of women today is 75 years

Nine out of ten will marry

Eight out of ten will have children

Nine out of ten will be employed outside the home for some period in their lives

At least six out of ten will work full time outside their homes for up to 30 years

At least one of ten will be widowed before she is 50

At least one in ten will be heads of their families

Probably three in ten will be divorced

Only one in three plan to go to college

From Impact, Vol. 2, No. 1, p. 33

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with the location of commercial services and trade activities.

SPECIFIC BEHAVIORAL OBJECTIVE: Following a discussion of commercial services and trade activities, each student will write a comprehensive essay comparing community size to community function.

SUGGESTED SUBJECT AREA Geography

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Analyze with students the affect the community size has on the functions of that community and how the size will definitely affect the variety and number of occupations in that community.	1. Discuss the commercial services and trade activities that one would encounter in different sized communities. Compare for example: McKenzie to Steele Steele to Linton Carrington to Jamestown Jamestown to Bismarck Bismarck to Fargo Fargo to Minneapolis 2. Find out how many parents have moved from another community because of their job. Have each student describe community moved from and job his parents hold.	Urban Report #2 of Upper Midwest Economic Study Business & Industrial Development 900 East Boulevard Bismarck, ND 58501 Parents

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with workers involved in producing a certain product.

SPECIFIC BEHAVIORAL OBJECTIVE: After disassembling a shoe, each student will list at least five workers involved in the production of a shoe (or any desired product).

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
In tearing apart an old shoe (any product may be used) students will become aware of and be able to identify the vast number of workers that are involved in the development of any given product.	1. Present an old shoe to the class and discuss the idea that many people are involved in the making of a product. 2. Take apart the old shoe and study the materials - leather, rubber, thread, insulation. 3. Expand by discussing what workers are involved with the various products. Example: Thread - cotton farmer, cotton mill Leather - rancher, tanner	Old shoe of some kind Tools - pliers, knife, hammer

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint the students with the job opportunities in a given subject area.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will specify in writing at least one way the speaker associated the subject area with his occupation.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Teacher-student discussion about presentation of speaker.	Contact persons working in jobs related to mathematics. Brief this person on what information you would like him to relate to the students. Follow-up on the guest speaker.	People employed in your town or other location in jobs related to Social Studies.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To interest students in staying in North Dakota and seek their life's work here.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will list three advantages of living and working in North Dakota. He will find some business in the directory listed under resource materials that appeals to him or relate an idea of something new he might start. (see techniques)

SUGGESTED SUBJECT AREA Social Studies
Home Economics

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Student is to research the possibilities availabe in manufacturing and small business in North Dakota.	Take a field trip to one of the nearly 1,000 small or larger manufacturing businesses in your state (list available in Directory of Manufacturers of N.Dak.). Discuss field trip and other possibilities for your area. Either interview or correspond with one such employer and find out what they manufacture, natural resources needed, number and type of employees, how the business got started, and other information. Student will investigate his own assets and abilities and plan an imaginary business of his own.	The following resource materials are available from the North Dakota Business and Industrial Development Dept., State Office Bldg., 900 East Boulevard, Bismarck, ND 58501 - Current Directory of North Dakota Manufacturers - David Torkelson. - Facts About North Dakota Revealing the Values of Mid-Continent Living - Your Local Development Guide to State Services - Larry Feinstein, editor - North Dakota Community Data for Industry (bulletins on various cities and communities on what each has to offer new business) - Industrial News (a paper published by the above department)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with the occupations present in each state in the U. S.

SPECIFIC BEHAVIORAL OBJECTIVE: By using the Western Hemisphere and other library resources, the students will research and complete the work sheets, evaluate cause and effect, and make generalizations correlating geographical location.

SUGGESTED SUBJECT AREA Geography

SUGGESTED GRADE LEVEL 7th

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Following completion of the U. S. occupational section of geography book, the students will complete worksheets, evaluate and plot findings on 2 U. S. maps.	1. Research and complete worksheet. 2. Group states according to products or industry. 3. Evaluate conditions which influence the growth of these occupations in each area (evaluate in writing). 4. Have student make two U. S. maps. #1 is to be used to plot products #2 is to be used to plot industries.	The Western Hemisphere 1970 ed. p. 271-396 - or any other geo. bk. Other library resources work sheets enclosed

SUGGESTED CORRELATION FOR THIS ACTIVITY:

P. 291 The Western Hemisphere

STATE	CAPITAL	PRODUCT or INDUSTRY	List a couple of occupations applicable to each state's industries
ALABAMA	MONTGOMERY	lumbering, iron, steel livestock, tobacco	
ALASKA	JUNEAU	fish, mining, timber	
ARIZONA	PHOENIX	gold, silver, copper garden crops, cotton, citrus fruits	
ARKANSAS	LITTLE ROCK	cattle, cotton, rice petroleum, lumber	
CALIFORNIA	SACRAMENTO	citrus fruits, fish, cotton, lumber, shipping	
COLORADO	DENVER	garden crops, gold, silver, sugar beets, orchards	
CONNECTICUT	HARTFORD	brass articles, clocks, hats, hardware, ship and airplane building	
DELAWARE	DOVER	apples, tomatoes, poultry, dynamite chemical products	
FLORIDA	TALLAHASSEE	oranges, tobacco, lumber, garden crops, canning	
GEORGIA	ATLANTA	peaches, marble cotton goods, peanuts, lumber	
IDAHO	BOISE	apples, potatoes, wheat, sheep, dairies, minerals, lumber	
ILLINOIS	SPRINGFIELD	corn, steel, meat soybeans, printing	
INDIANA	INDIANAPOLIS	steel, automobiles, limestone, farming, hogs	
IOWA	DES MOINES	corn, hay, dairy products, hogs, pop corn, breakfast cereal	
KANSAS	TOPEKA	wheat, salt, flour mills petroleum, livestock	
KENTUCKY	FRANKFORT	hay, tobacco, corn, coal, horse breeding	
LOUISIANA	BATON ROUGE	rice, cotton, minerals, lumber, sugar cane, chemicals	

STATE	CAPITAL	PRODUCT or INDUSTRY	List a couple of occupations applicable to each state's industrie
MAINE	AUGUSTA	potatoes, fishing paper, textiles, shipbuilding	
MARYLAND	ANNAPOLIS	steel, tobacco, clothing, fishing, fruits & vegetables	
MASSACHUSETTS	BOSTON	fish, shoes, dairies, cotton goods, machinery	
MICHIGAN	LANSING	automobiles, cereal lumber, furniture fruit	
MINNESOTA	ST. PAUL	corn, flour, oats, dairies, iron	
MISSISSIPPI	JACKSON	cotton, lumber, oil, garden crops, fish	
MISSOURI	JEFFERSON CITY	lead, meat, shoes, soybeans, cotton	
MONTANA	HELENA	lead, copper, oil, poultry, wheat	
NEBRASKA	LINCOLN	wheat, meat packing cattle, pigs, corn	
NEVADA	CARSON CITY	copper, silver, gold, sheep, garden crops	
NEW HAMPSHIRE	CONCORD	dairies, granite, textiles, lumber, hay	
NEW JERSEY	TRENTON	silk goods, chemicals poultry, gasoline, vegetables	
NEW MEXICO	SANTA FE	wheat, copper, cotton, sheep, cattle	
NEW YORK	ALBANY	clothing, books, dairy products, manufacturing	
NORTH CAROLINA	RALEIGH	tobacco, peanuts, lumber, cotton goods, textile mills	
NORTH DAKOTA	BISMARCK	wheat, dairy products, livestock, rye	
OHIO	COLUMBUS	rubber goods, clay products, dairy products, machinery	

STATE	CAPITAL	PRODUCT OR INDUSTRY	List a couple of occupations applicable to each state's industries
OKLAHOMA	OKLAHOMA CITY	petroleum, cattle, cotton, wheat, corn	
OREGON	SALEM	orchards, lumber fish, flour, berries	
PENNSYLVANIA	HARRISBURG	coal, steel, textiles, electric machinery, shipbuilding	
RHODE ISLAND	PROVIDENCE	silk, cotton goods, garden crops, tools, silverware, machinery	
SOUTH CAROLINA	COLUMBIA	tobacco, corn, hogs, cotton goods, peanuts	
SOUTH DAKOTA	PIERRE	gold, corn, wheat, pigs, meat packing	
TENNESSEE	NASHVILLE	livestock, tobacco, zinc, marble, cotton, chemicals, aluminum	
TEXAS	AUSTIN	sheep, cattle, sorghum, petroleum, cotton	
UTAH	SALT LAKE CITY	copper, lead, coal, uranium, garden crops	
VERMONT	MONTPELIER	maple sugar, paper, marble, slate, dairies, woolen mills	
VIRGINIA	RICHMOND	peanuts, tobacco, coal shipbuilding, poultry chemicals	
WASHINGTON	OLYMPIA	wheat, apples, glass, lumber, dairies aircraft building	
WEST VIRGINIA	CHARLESTON	coal, apples, glass, lumber, chemicals	
WISCONSIN	MADISON	paper, machinery, dairy products, breweries	
WYOMING	CHEYENNE	sheep, sugar beets, wheat, petroleum, cattle, coal	
HAWAII	HONOLULU	sugar, pineapples, cattle, fishing coffee	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with the occupations common in the various sections of the United States.

SPECIFIC BEHAVIORAL OBJECTIVE: Through the use of the student's geography book and other library materials the students will research and complete the worksheets and evaluate the relationship of types of occupations with the geographical location of an area.

SUGGESTED SUBJECT AREA Geography

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
After completion of the U. S. Occupational section of the geography book, the student will complete the worksheets, evaluate why these occupations are found in each area, and make several generalizations as to what types of occupations are present in the different sections of the country.	1. Have student research and complete worksheet. 2. Evaluate the reasons why each of the occupations are present in each region. 3. Have students make several generalizations as to the types of occupations present in the various regions of the U. S. A. 4. Group states according to products or industry. 5. Have students make two U. S. maps; #1 is to be used to plot products. #2 is to be used to plot industries.	Library resources Work sheets (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY: *The Western Hemisphere*, 1970 edition, pg. 271-396
(or any other geography book)

OCCUPATIONS FOR VARIOUS SECTIONS OF THE UNITED STATES

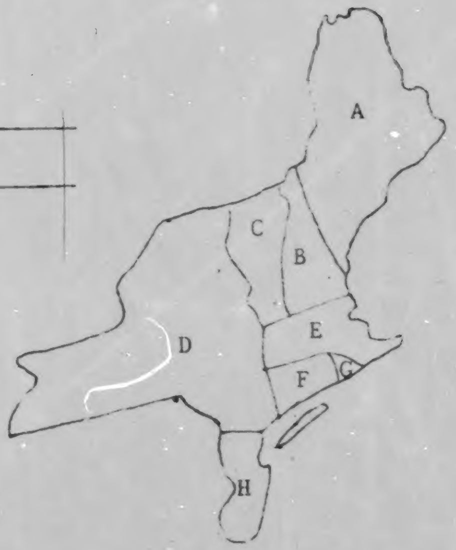
Name each state

A. ____________ B. ____________ C. ____________

D. ____________ E. ____________ F. ____________

G. ____________ H. ____________

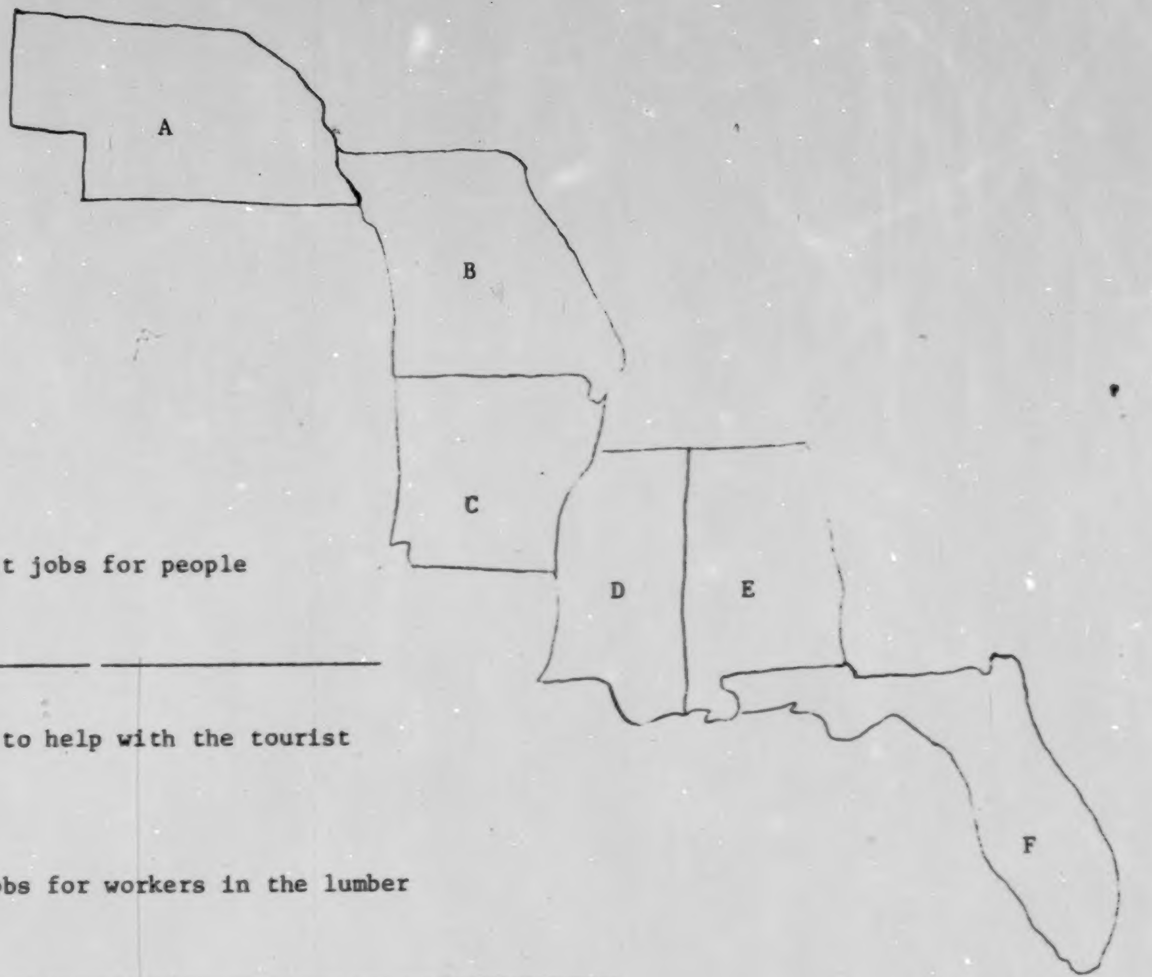
NORTH DAKOTA



Listed below are some of the industries of the Eastern coast. Can you name at least one job that would need workers as a result of this specific industry?

EXAMPLE: Citrus fruits fruit pickers

1. Dairies ____________
2. Shipping ____________
3. Precision tool factories ____________
4. Airplane construction ____________
5. Ship building ____________
6. Jewelry making ____________
7. Building stone quarries ____________
8. Manufacture of electrical equipment ____________
9. Paper products plants ____________
10. Lumber industries ____________
11. Cotton growing ____________
12. Manufacture of leather goods and shoes ____________



Name each state

A. ______________________

B. ______________________

C. ______________________

D. ______________________

E. ______________________

F. ______________________

Which three states would provide the most jobs for people in the cotton industry?

______________ ______________ ______________

Which state would need the most workers to help with the tourist trade?

____

Which four states would have the most jobs for workers in the lumber industry?

______________ ______________ ______________ ______________

Which state would need workers in factories to can and freeze citrus? ______________________

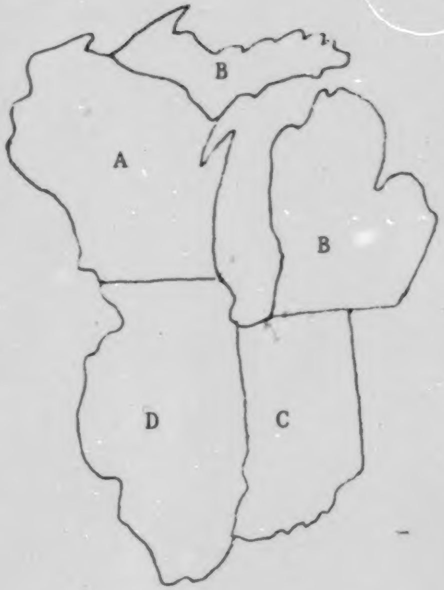
Can you list five workers from the other states which would not be common in Nebraska?

______________ ______________ ______________ ______________ ______________

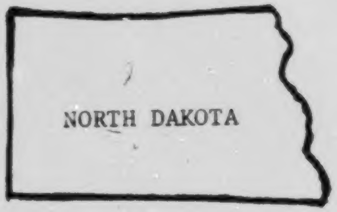
NAME EACH STATE

A.____________________ B. ____________________ C. ____________________

D. ____________________ E. ____________________



Identify each of the five states by their industrial character. Write in the appropriate state after each description.



1. Minerals, cotton, sorghum, rice, cattle, sheep, citrus fruits, textiles, petroleum

   ____

2. Dairies, breweries, cheese factories, shipping, paper mills

   ____

3. Fresh water fisheries, breakfast food plants, auto factories, furniture

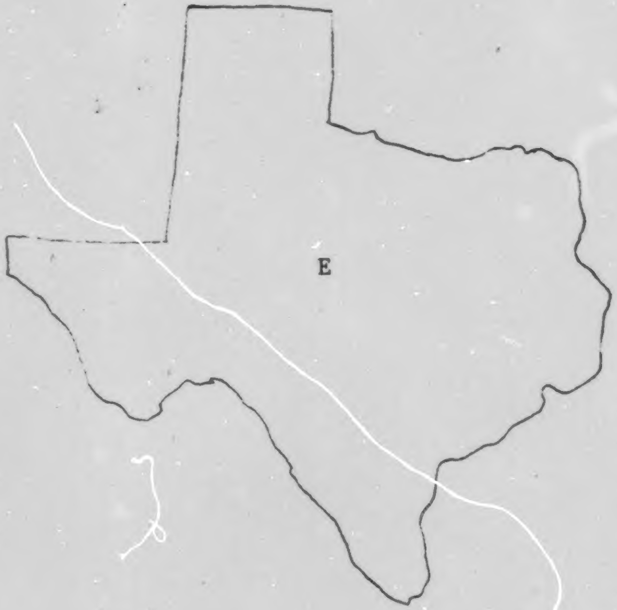
   ____

4. Soybeans, meat packing, printing plants, grain steel, coal

   ____

5. Grain, fruit, tobacco, coal, farm machinery products, auto and airplane parts manufacturing limestone

   ____



Discuss how the jobs available in these states differ from the jobs available in North Dakota

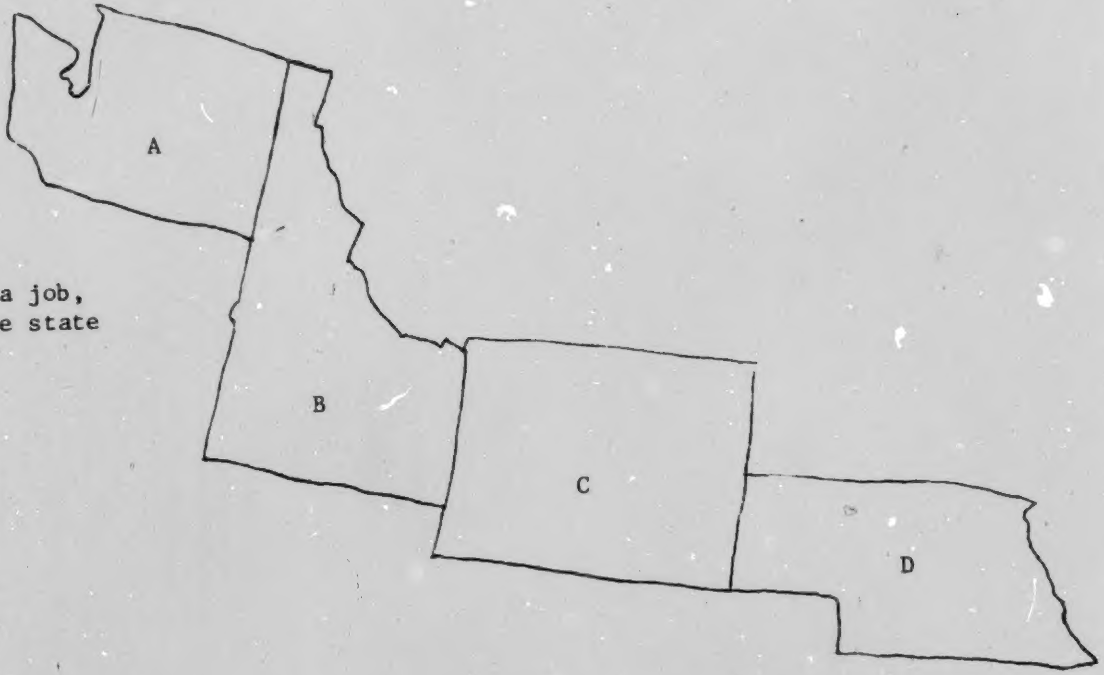
Name each state

A. ______________________

B. ______________________

C. ______________________

D. ______________________



If the following people were looking for a job, which state whould they go to? Circle one state for each worker.

1. Lumberjack A B C D
2. Wheat farmer A B C D
3. Fisherman A B C D
4. Rancher (cattle) A B C D
5. Rancher (sheep) A B C D
6. Meat packer A B C D
7. Aircraft designer A B C D
8. Coal miner A B C D
9. Fruit picker A B C D
10. Potato farmer A B C D
11. Truck Farmer A B C D
12. Shipyard worker A B C D

Underline the correct answ[illegible] to the following --

The (lumberjack, coal miner, wheat farmer) could be found in all four states.

The (fruit picker, meat packer, sheep rancher) is found primarily in North Dakota.

The climate in North Dakota is not right for the (aircraft designer, wheat farmer, fruit picker).

Washington is the only state with facilities for the (lumberjack, fisherman, wheat farmer).

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To show students some of the various specific occupations involved in manufacturing and the interdependency of workers within manufacturing.

SPECIFIC BEHAVIORAL OBJECTIVE: To acquaint the students with specific occupations in manufacturing, the student will complete the specific occupations in the "Aircraft Manufacturing Plant" diagram, outline and diagram other related manufacturing occupations.

SUGGESTED SUBJECT AREA Geography

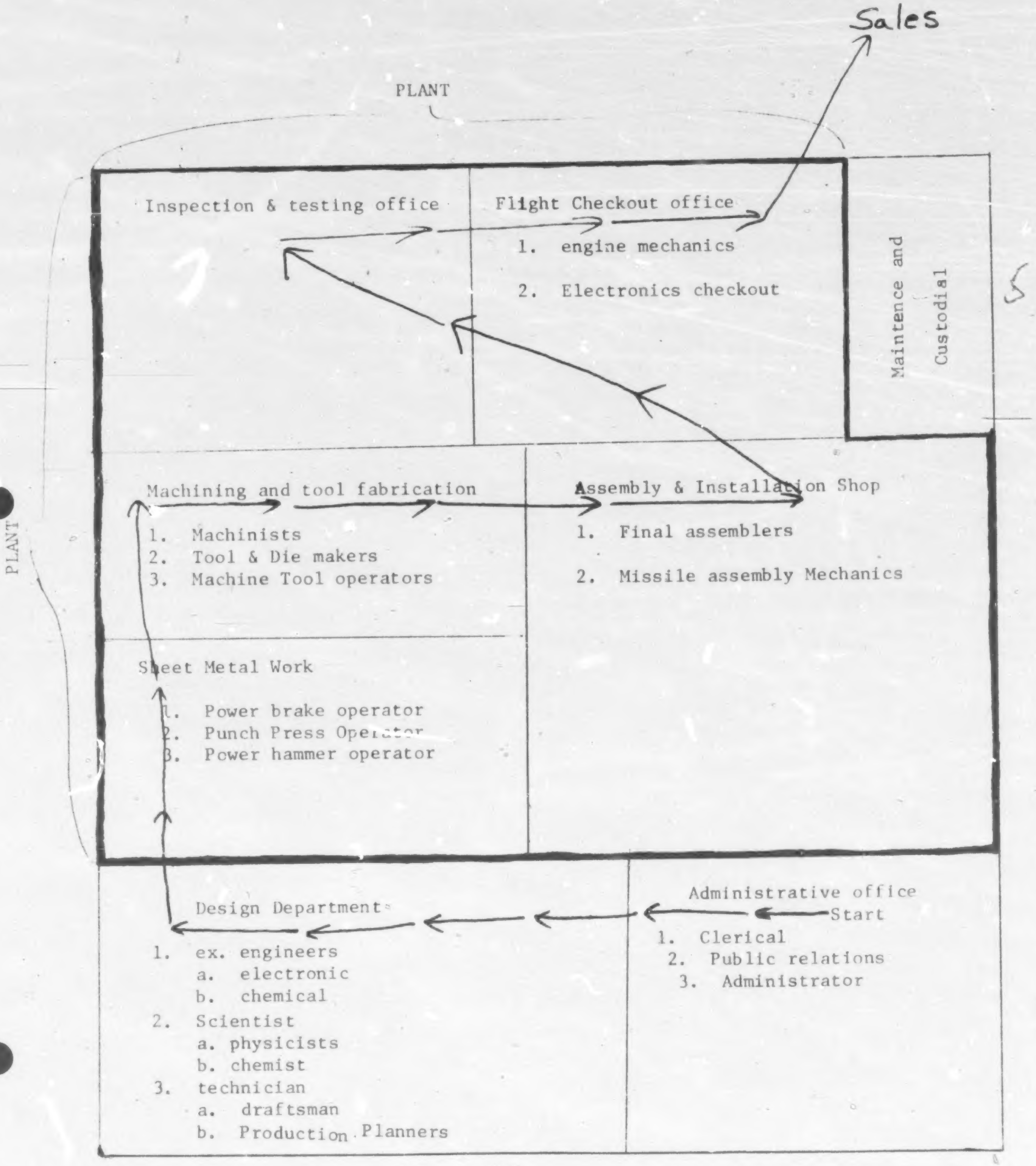
SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Us an "Aircraft Manufacturing Plant" diagram and an outline of "Occupations in the Aircraft Field" to illustrate the various levels, processes and related vocations involved in manufacturing (show divisions of labor; can be adapted to any product).	1. On the board list as many occupations as possible in manufacturing. 2. Discuss the various specific occupations listed on the "Occupations in the Aircraft Field", the tasks involved in each job and the interdependency of the workers within the aircraft field. 3. Have students complete the specific occupations in each department in the sample aircraft manufacturing plant. 4. Have students outline other manufacturing career areas and construct manufacturing plants with similar sub-divisions. 6. Have students research occupations of his choice.	1. Occupational Outlook Handbook Current edition; U. S. Dept. of Labor 2. The "Aircraft Manufacturing Plant diagram (attached) 3. The outline of "Occupations in the Aircraft Field" (attached) 4. Resource person - any of the occupations listed in outline.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

AIRCRAFT MANUFACTURING PLANT Name ______________________

Diagram showing the process and occupations involved in manufacturing an airplane.


Sales
PLANT
Inspection & testing office
Flight Checkout office
1. engine mechanics
2. Electronics checkout
Maintence and Custodial
5
Machining and tool fabrication
1. Machinists
2. Tool & Die makers
3. Machine Tool operators
Assembly & Installation Shop
1. Final assemblers
2. Missile assembly Mechanics
Sheet Metal Work
1. Power brake operator
2. Punch Press Operator
3. Power hammer operator
PLANT
Design Department
1. ex. engineers
a. electronic
b. chemical
2. Scientist
a. physicists
b. chemist
3. technician
a. draftsman
b. Production Planners
Administrative office
Start
1. Clerical
2. Public relations
3. Administrator

OCCUPATIONS IN THE AIRCRAFT FIELD

Manufacturing

A. Aircrafts, missile and spacecraft manufacturing

Design

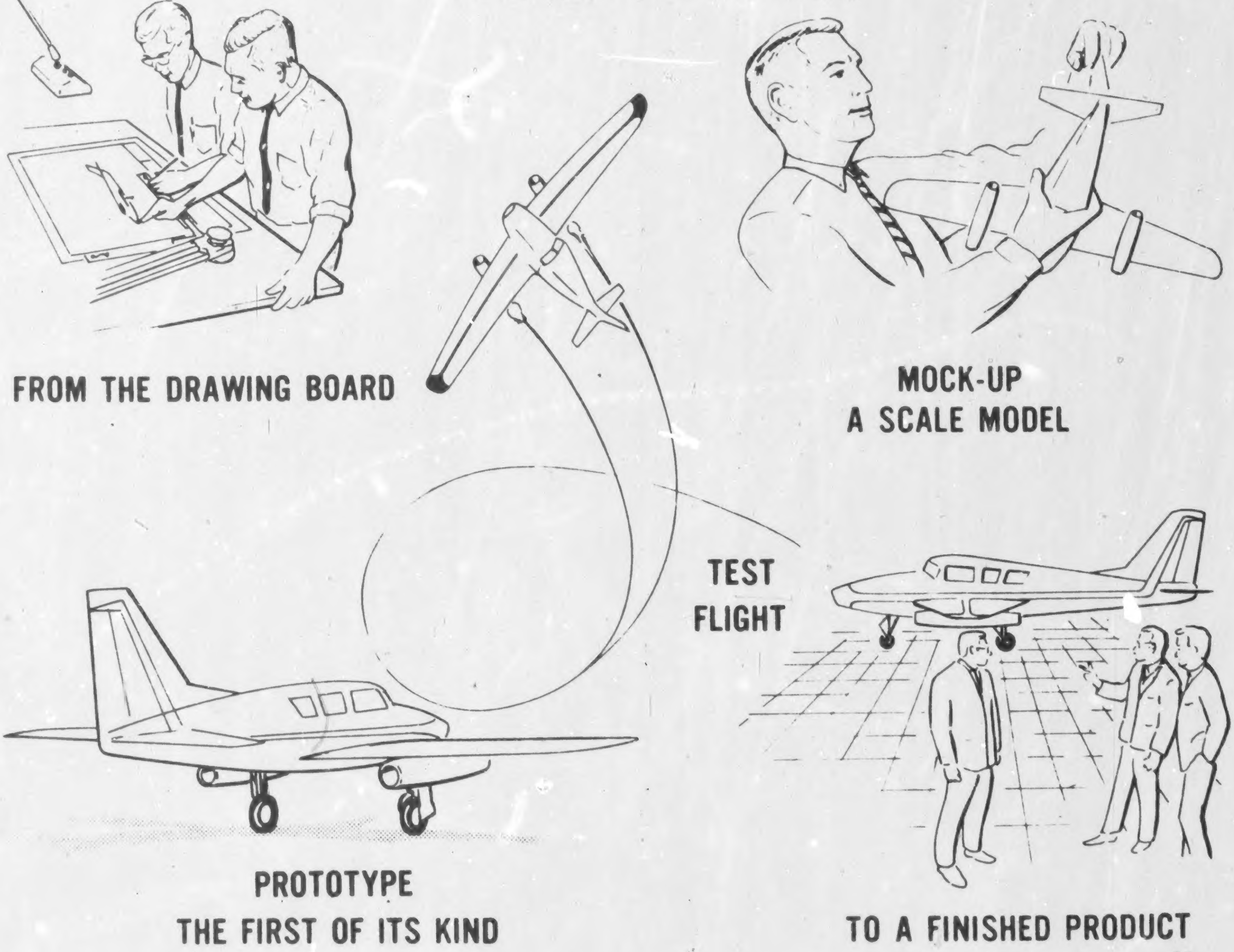
1. Professional and Technical Occupations
    - a. engineers
        1. electronic engineers
        2. aerospace engineers
        3. chemical engineers
        4. nuclear engineers
        5. mechanical engineers
        6. industrial engineers
    - b. scientists
        1. physicists
        2. mathematicians
        3. chemists
        4. metallurgists
        5. physiologists
        6. astronomers
    - c. assistance of engineers and scientists (technology)
        1. drafts man
        2. production planners (D.O.T. 012.188) *
        3. Technical writers (D.O.T. 139.288)
        4. Technical illustrators (D.O.T. 017.281)
2. Administrative, clerical and related occupations

Plant Occupations

3. Sheet-Metal Occupations
    - a. power brake operator (D.O.T. 617.380)
    - b. Power hammer operator (D.O.T. 617.782)
    - c. Power shear operator (D.O.T. 615.782)
    - d. Punch press operator (D.O.T. 615.782)
    - e. Profile cutting machine operator (D.O.T. 816.782)
4. Machining and Tool Fabrication Occupation
    - a. Machinists (D.O.T. 600.280 & 28)
    - b. Machine tool operators (D.O.T. 609.885)
    - c. Jig & fixture builders (D.O.T. 761.381)
    - d. Tool & Die makers (D.O.T. 601.280)
5. Assembly and installation occupations
    - a. final assemblers (D.O.T. 806.781)
    - b. missile assembly mechanics or rocket assembly mechanics (D.O.T. 625.281)
6. Inspecting & testing occupations
7. Flight checkout occupations
    - a. engine mechanics
    - b. electronics checkout
8. Maintenance and custodial

*D.O.T. = Dictionary of Occupational Title, Superintendent of Documents

THE CONSTRUCTION OF AN AIRPLANE


FROM THE DRAWING BOARD
MOCK-UP
A SCALE MODEL
TEST
FLIGHT
PROTOTYPE
THE FIRST OF ITS KIND
TO A FINISHED PRODUCT

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CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint the student with the opportunities for employment in the area of government services.

SPECIFIC BEHAVIORAL OBJECTIVE: Through fieldtrips, debates and lectures the student will learn of the variety of careers available in the area of government services.

SUGGESTED SUBJECT AREA Geography

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Students debate the importance of food and drug inspection. Students attend a court session; then discuss proceedings with judge and/or other justice department officers. Students create a bulletin board of various forms used by government departments. Students form a student court for violators of school regulations. Students listen to a representative from a service group such as Vista or Peace Corps and discuss career opportunities. After each of the above activities, have students discuss the available government career in that particular field.	Discussion on opportunities in government services prior to debates.	Resource people: Bailiff, Correction Officer, Court Officer. FBI Agent, Fingerprint Classifier, Fireman, Inspector, Judge, Military Serviceman, Policeman, Security Chief, Social Worker, Title Clerk Government Service Career Guide Denver, U. S. Civil Service Region Working For the USA U. S. Civil Service Comm. BRE-37 (Pamphlet 4) Jan. 1972 Careers in Education with Your Federal Government U. S. Civil Service Comm. (Pamphlet 73) Getting Acquainted with Selected Federal Jobs U. S. Civil Service Comm., Denver

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint the student with employment opportunities at the national, state, and local level of government.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will become acquainted with different types of job opportunities at national, state, and local levels of government through surveys, class discussion, interviews and reports.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Student surveys and interviews, reports and discussions. Have the students make a survey of their parents or of the community to discover who are employees of the national, state, county, or city government. Have the students interview selected persons to determine how these persons qualified for their jobs. Have some of the students report to the rest of the class what they have learned about employment opportunities at the national, state, and local levels of government.	Direct a class discussion toward job opportunities at national, state and local levels of government with an emphasis on the variety of jobs, the different preparations necessary, and the procedures to be followed in obtaining these jobs.	Community people S. R. A. Occupational Briefs Occupational Outlook Handbook Handbook of Job Facts, Thiemann. Science Research Assoc. U. S. Printing Office Career Development Laboratory - Education Progress Corp.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint the students with Civil Service job opportunities and their requirements.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will study the Civil Service opportunity requirements and take a Civil Service type test for self-evaluation.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Have various students in the class make a survey to discover how many federal employees work in and around their community. Have other students contact by letter U. S. Civil Service Commission to discover all information surrounding Civil Service employment. Students report the information to the rest of the class. A Civil Service type examination will be administered to the class. Each student will make a self-examination from the administered test.	Discuss Civil Service job opportunities and their requirements.	Employment Agency Civil Service Commission

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint the students with agriculture-related occupations.

SPECIFIC BEHAVIORAL OBJECTIVE: By participating in group reports, making of bulletin board and charts, field trips and discussions, the students will become acquainted with careers available in agriculture.

SUGGESTED SUBJECT AREA Social Science

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Different activities: 1. Students divide into groups and give reports on various careers related to agriculture. 2. Students create a bulletin board on careers related to agriculture. 3. Students visit various farms and compare them as to crops, soil, erosion, livestock, etc. 4. Students prepare 2-column charts: 1st column, list five or more animals; 2nd column, list the manner in which each animal protects itself against climate changes. 5. Research and report changes in methods of farming. 6. Students discuss the effects of weather on the growth of crops and livestock.	Discuss careers in agriculture and related careers such as: Agronomist Auctioneer Butcher Dairy Farmer Ecologist Farm Mechanic Horticulturist Forester Floriculturist Landscape Architect Soil Conservationist Teacher Tree Surgeon Veterinarian Invite speaker from related career.	Speaker from a related career Careers in Agriculture: Your Opportunit available from: The Farmer The Webb Company 1999 Shepard Road St. Paul, MN 55116

UGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To create an awareness of the technology, expense and education required on today's farm.

SPECIFIC BEHAVIORAL OBJECTIVE: After the student's oral interview with two or more farmers in local area, the students should better understand the requirements of starting and running a successful farm.

SUGGESTED SUBJECT AREA Geography

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
A. Have a small group of students plan and carry out an interview with two or more farmers who live in their local community. (A young and successful farmer may be beneficial to lesson.) B. Have students travel to the actual farm location and conduct their interviews. After they have completed the interview have them present the compiled results to the entire class. Question examples: 1. size of operation 2. cost of operation 3. types of operation 4. types of crops 5. changes in operation 6. educational requirements 7. net and gross incomes 8. availability of land, etc. ([redacted])	1. Invite one or two farmers to visit class. Advise the guest as to what points he should cover. Allow a question and answer period. 2. If no local farmer is available the county agent could be substituted (advise him on points to be covered).	Career guides provided by county agent; course guides provided by agriculture colleges are also available.

SUGGESTED CORRELATION FOR THIS ACTIVITY: Unit on U. S. Agriculture - Cahpter 12 (p. 182) in The World Today, Its Patterns and Culture

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: How the transportation industry provides for our basic needs. (Basic needs are interpreted to mean food, clothing, and shelter.)

SPECIFIC BEHAVIORAL OBJECTIVE: By having students study transportation industry, they will discover various occupations involved in delivery of commodities.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCES
Have students investigate the distribution and delivery of products from a variety of local business establishments. The purpose is to illustrate the variety of forms of transportation as well as the even greater variety of occupations involved in the delivery of all types of commodities. Ex. Local Deliverymen, Long Distance Truck Drivers, Train operators, ship crews, workmen for loading products, dispatchers etc. Categorize these occupations into skilled and unskilled occupations.	Pick certain commodities at random such as food products, furniture, clothes, lumber. By interviewing local businessmen trace the modes of transportation used in delivering these products from their points of origin to the local community. At each point where the product changed from one mode of transportation to another, list the number of probable occupations involved in this transfer. This will undoubtedly require the help of the instructor. Local businesses involved in transporting products may also be interviewed.	1. Local businesses selling our basic needs. 2. Local businesses which deliver our basic needs. 3. Local businesses which warehouse and distribute our basic needs. 4. It is suggested that local resou people such as a local deliveryma a long-distance truck driver, a warehouse manager or other relate personnel be invited into the classroom for their personal coverage.

SUGGESTED CORRELATION FOR THIS ACTIVITY: This activity could be adaptable to any unit of study relative to manufacturing. Especially adaptable to 9th Grade Geography
Textbook - "The World Today" Kohn & Drummond
Unit III Manufacturing & Commercial Centers

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with the wide variety of occupations involved in transporting people.

SPECIFIC BEHAVIORAL OBJECTIVE: By having students simulate modes of transportation, they will discover the variety of occupations involved in mass transit.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY

Any one, or all, of these transportation modes could be simulated in the classroom.

It is suggested that prior to constructing any of these activities, that a committee be appointed to contact a resource person from whichever transportation types you are intending to simulate. This person could offer valuable information as to the structure of his type of mass transit. This would not be needed in the case of the automobile.

It is our suggestion that if only one mode of transportation is chosen, that it be the airplane. It is believed that the airplane will offer the greatest variety of occupations of the four.

SUGGESTED TECHNIQUE

LET'S TAKE A TRIP

Use this title to launch the students thought process.

Have this take place in each of the following modes of transportation:

1. Automobile
2. Train
3. Airplane
4. Bus

Use simulated activities to illustrate some of the various occupations one would come into contact with, when traveling by each of these modes of transportation. (Illustration on following page.)

Example:

1) Automobile
    a. repeated contact with service station attendants

RESOURCES

Local personnel from the airport
Local personnel from the train compan
Local personnel from the bus terminal

American Automobile Association

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCES
	b. restaurant personnel c. hotel and motel establishments 2) Train a. reservation desk b. claim check c. other personnel in depot area d. conductor e. engineer f. communication personnel g. maintenance personnel 3) Airplane a. flight desk personnel b. airport concessions c. restaurant personnel d. airport management e. security personnel f. flight controllers g. ground maintenance personnel h. flight personnel 1. Stewardess 2. Navigator 3. Co-pilot 4. Pilot Plus many more 4) Bus a. depot agent b. baggage clerk c. bus driver d. dispatch agents plus many more	

ILLUSTRATING THE ROLE PLAYING ACTIVITY

FOR "LET'S TAKE A TRIP"

Illustration will be for airport and airplane:

Part a

1. Appoint an individual, or couple, to act as people taking trip.
2. Appoint a reservation clerk, baggage clerk, gate ticket agent, and other airport personnel you deem necessary. Assistance might be given you here by your local airport personnel.
3. For this part of the activity your classroom should resemble an airport terminal.

Part b

1. The second part of your activity should involve the airplane itself.
2. Classroom should resemble the airplane.
3. Appoint airplane personnel: ex. stewardesses, navigators, pilots.
4. Preparation for the flight could be illustrated also.
    Ex. - Briefing of pilots and navigators
        Weather reports
        Baggage loading
        Passenger loading
5. Appoint others to act as tower controller, radar controller, and others.
6. Once again, a great deal of help can be gained from local airport personnel. These people are usually always willing to accomodate educators if contacted far enough in advance.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with unfamiliar job occupations.

SPECIFIC BEHAVIORAL OBJECTIVE: By means of small group discussion the students will orally discuss various unfamiliar occupations.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
The students will become aware of the uncommon job occupations, through group evaluation of the jobs listed on the "What's My Job" paper.	1. Divide class into small groups. 2. Have them discuss and report to the class what they think each job entails. 3. Have the groups compare their answers with answer sheet.	"What's My job" paper (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

WHAT'S MY JOB?

How close can you come to describing the job that these workers perform? The answers are on the following pages.

An abrasive grader

An acid filler

An aerospace engineer

An agronomist

An air-hammer operator

An anthropologist

An automotive engineer

A bag machine operator

A barker operator

A biochemist

A buyer

A cartographer

A cinderman

A civil engineer

A conservation officer

A dispatcher

A draftsman

An economist

An electronic technician

A forester aid

A foundry worker

A gang sawyer

A geologist

A glazier

A hammersmith

A hand assembler

A horticulturist

A hygienist

A keypunch operator

A landscape architect

A lather

A linguist

A longshoreman

A machinist

A metallurgist

A meteorologist

A millwright

An oceanographer

A pipefitter

A sheetmetal worker

A tannery gummer

A tool and die maker

There are over 30,000 different kinds of workers in the United States.

You will probably be one of them someday.

ANSWERS TO "WHAT'S MY JOB?"

An abrasive grader operates a mill to grind emery, rouge, and other abrasives.

An acid filler fills storage battery cells with sulfuric acid solutions to prepare them for charging.

An aerospace engineer does research and develops flight equipment for use in air and outer-space.

An agronomist experiments for new and better ways to grow crops.

An air-hammer operator breaks concrete, stone, or other pavement with an air-hammer.

An anthropologist studies the evolution and races of men and their cultures.

An automotive engineer designs and oversees construction of automobiles, trucks, and other automotive equipment.

A bag machine operator runs a machine that cuts, folds, and seals paper and plastic bags.

A barker operator runs a machine to remove the bark from a tree before it is processed in a saw mill or paper making plant.

A biochemist studies the chemical reactions in living things (plants and animals).

A buyer purchases merchandise to be used or re-sold by large companies.

A cartographer draws maps of cities, countries, states, and other areas showing many of their features.

A cinderman removes cinders from furnaces in some large factories and iron melting plants.

A civil engineer plans, designs, and oversees construction of structures such as roads, airports, dams, and bridges.

A conservation officer patrols an area to prevent game law violations and to help preserve property and wildlife.

A dispatcher receives radio messages and sends instructions for airplanes to land, police cars to report to a crime, repairmen to go to a site of trouble, and many other things.

A draftsman makes detailed drawings of items to be manufactured or of structures to be constructed.

An economist aids in the solution of money problems by studying costs and making reports.

An electronic technician draws and assembles models for making items to be run by electricity.

A forester aid works alone or with a crew to protect and wisely use forest land.

A foundry worker works with melting metal, pouring it into molds, and otherwise preparing it for use.

A gang sawyer operates a gang saw to cut such items as lumber or large blocks of stone.

A geologist studies the earth's crust and the ocean bottom and prepares reports on what he finds.

A glazier installs glasswindows in stores, glass doors in buildings, mirrors on walls, and glass in table tops.

A hammersmith repairs defects in such silver objects as trays, teapots, and bowls.

A hand assembler fastens together parts of an item as they pass by on an assembly line.

A horticulturist experiments with plants and plant products to find better means of production, storing, processing, and shipping.

A hygienist studies our environment and makes reports on what is harmful to our health and suggests ways to correct harmful things.

A keypunch operator uses a machine similar to a typewriter to punch information on cards to be used in computers.

A landscape architect plans land for use in parks, airports, highways, and sometimes even homes.

A lather fastens wood or metal lathes to walls or ceilings to provide support for plaster.

A linguist is a person skilled in translating foreign languages.

A longshoreman operates equipment to move cargo about on docks and on and off ships.

A machinist operates equipment to make or repair metal objects such as tools, machines, and other things with metal parts.

A metallurgist studies metals and reports various things about them.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To show students the importance of employees being able to get along with employers and fellow workers.

SPECIFIC BEHAVIORAL OBJECTIVE: To illustrate the importance of employer-employee relationships, each student will work in an incompatible group, write a play, play a role in it and summarize their feelings orally toward the activity.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Create a role playing situation to demonstrate:	1. Group students into five fairly incompatable groups.	Filmstrips: Job Attitudes: Trouble at Work Guidance Associates
A. Necessity of being able to get along with others.	2. Assign skit to be written and acted out by the students. Skits should illustrate: a. Hazing b. Failure to communicate c. Absenteeism d. Lack of ambition	On the Job # 7-5-D Eye Gate
B. Some aspects of employer-employee relationships.		Film: Working Together Britannica Corporation
C. The importance of being able to take and follow orders.		
D. That employees cannot always select their fellow workers.	3. Have students act out the skit allowing them to play various parts.	Booklet: "What Employers Want" #5-514 SRA Guidance Series
	4. Have students research the type of business they wrote about.	
	5. Show filmstrip series	
	6. Allow students to evaluate the activity.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To determine why people work. To show importance of being able to get along with fellow workers.

SPECIFIC BEHAVIORAL OBJECTIVE: The student will orally evaluate this information in relationship to his life today; students-students, teacher-student, parent-teenager, employer-teenager, relative to jobs student can hold.

SUGGESTED SUBJECT AREA Civics

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Small group discussions; report back to class. 2. Role playing - To show how the conversation could have been improved between employer and employee.	1. Show filmstrip 2. Discussion on why people work as shown in filmstrip. 3. Added reasons from group. 4. Time for questions from class directed to group that reported clarification - disagreement. 5. Volunteers after seeing filmstrip could improve on or point out weaknesses in the student's interview with employer in the filmstrip.	Filmstrips: "Job Attitudes: Why Work At All?" "Job Attitudes: Trouble At Work" Guidance Associates

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To understand the expectations of an employer and to discover the importance of employer-employee relationships.

SPECIFIC BEHAVIORAL OBJECTIVE: After studying information for their group, each group will present a "role playing" illustration of their topic.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Divide students into incompatible groups to illustrate the fact they cannot choose the people they will work with.	1. Introduce project to the large group. Explain what is going to take place using introduction sheet.	What Employers Want James C. Worthy. State Employment Servic Guideline sheets for each topic
Group 1 How can an employer motivate his employees to do a better job?	2. Divide into groups and give them a guideline for their topic. Discuss their topic with them.	
Group 2 Problems that may arise between employees - working with people not of your own choosing.	3. Form companies - each member of the group will take title. Ex. Leader - president or manager. Remind each they have a responsibility to get the final product done.	
Group 3 How do you interview for a job?	4. Explain resources available.	
Group 4 What does it take to be a good employee?	5. Get out of the way and let them go. They should have 2 or 3 days.	
After studying material, work as a company to produce a role-playing illustration. *Listed according to difficulty of the concept.	6. Role playing presented to the class. 7. Have each individual evaluate his group. Other groups evaluate presentation.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

WORLD OF WORK

Each student will become a member of the working world. In other words, you will add a few years to your life and "play the role" of someone in the working world. You have been divided into groups which will become business concerns of your choosing. (I have chosen who you will work with just as you cannot choose the people you work with when you have a job.) You have a leader and given him the title of president, manager, owner, or the "boss" of your concern. Each member of the group is given a different position or "role" in your organization. The purpose of your organization is to find answers to problems faced in the working world. This will be your final product and it will be in the form of role playing. Remember each person has a responsibility when they have a job and if you don't do your part, you could get fired! Have fun, but remember it's your job to show others what you have learned.

Group 1 How can an employer get more work out of his employees? How can he motivate them to do a better job?

Group 2 Problems that may arise between employees - working with people not of your own choosing. How do you do it?

Group 3 How do you interview for a job? Right and wrong approaches.

Group 4 What does it take to be a good employee? What doesn't it take?

Group 5 How to wait on a customer? How to make a sale and how to lose one.

Group 1 How can an employer motivate (get to work harder) his employees?
*Remember a person who has job satisfaction will produce more work. (have a greater output)

1. What type of person makes you want to work? Should an employer be a tyrant treating an employee like a serf, peon, or servant? Should an employer be a person (human) that you can talk to and treats you as an individual rather than a machine? Which person is going to gain the respect of his workers? Read pages 38-45 in What Employers Want, if available.

2. What makes a person like his job?

3. What type of benefits would make a person happier with his job? Benefits are things you receive from the company above your pay check. (coffee breaks, paid vacations, legal holidays, life and medical insurance, retirement plans, on-the-job training) Would a person be more satisfied with his job if given the above items?

4. Would it make a difference if an employee had a share in the responsibility for the success of a business. If you are given more responsibility or control, do you feel like doing more?

5. If an employee could share in decision-making and his opinions are considered, would he try harder to do more for the company? Remember this could be compared to a teacher-student relationship.

6. Consider what effect pleasant working conditions might have.

Put your ideas together using role playing.

Group 2 Problems that may arise between employees. Remember when you move into the working world, the employer hires you as he does the other employees. Therefore, you may be working with people you would never choose as friends in outside work.

What problems can develop from a situation like this? Use role playing to illustrate a few examples.

What could you do as an employee to get along with your fellow workers? Illustrate the right way to handle problems you illustrated above.

What will happen if workers cannot work together? How much work will get done if you can't work together? Show what type of situation you would have when workers can get along and

What will be the result if one person is uncooperative?

Expand on these ideas. Turn them into role-playing situations. Play the roles of employees.

Read pages 31-33 in What Employers Want. View filmstrip. Talk to people and find out what kind of problems can develop.

Group 3 Interviewing for a job. Remember the qualifications depend on type of job. The qualifications for an auto mechanic are different from those of a shoe salesman.

Reasons for not hiring people who apply for jobs.

1. Educational requirements could not be met
2. Failure to pass company tests given all applicants
3. Lack of skill or experience for jobs available
4. Personal qualifications - attitude, appearance, personality, and the way you express yourself
5. Physical and/or medical reasons
6. Poor references
7. Security reasons

*8. Unsatisfactory grades or attendance record in school

Turn these into positive statements and you know what the employer is looking for in an employee.

Other Resources
Filmstrip
Read pages 23-26 of What Employers Want.

Show the right and wrong way to interview for a job. Use as many of the above examples as you can. Your group may choose to have as many as five or six examples. Use different types of jobs to show different qualifications. Use role playing.

Group 4 Dos and don'ts of being a good employee. Things you should do if you want to keep your job or if you want to increase your status. (Do you always want to be the messenger girl, or would you like to be the President's secretary?)

Pick a job you like - if you don't like your job, boss, or company, don't discuss it with others.
Be happy and friendly.
Try your best to get along with people.
Work hard and get the job done - do a little more than you have to - ive 110% rather than 10%.
Never take information out of the office.
Work to improve yourself. (Have a positive attitude.)
Keep a neat appearance.
Be punctual.

These are a few of the characteristics of a good employee.

View the filmstrip on job attitudes. Read chapter 5, pages 27-33 in What Employers Want.

Illustrate what you have learned using role playing.

Group 5 How to wait on a customer. Show right and wrong approaches - how to sell and how not to sell.

Everyone has shopped for something and from these experiences show how you can make a person want to buy something and how you can irritate a customer to the point they put down what they intended to buy and walk out.

A few characteristics of a good salesman or saleswoman are:

1. Neat appearance
2. Approach a customer with a smile and a pleasant greeting. (opposite would be a grouch approach or no approach at all)
3. Honesty - don't tell someone they look good in an article of clothing if they don't. Don't tell "white lies" about your product, goods or service.
4. Knowledge of what you're selling (believe in it)
5. Fairness - treat all customers equally.
6. Remember you are a representative of your store or company. Leave each customer with a good impression. Make them want to come back! It will make you a success.

With this information, the filmstrip and personal experiences, use role playing to illustrate your conclusions.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make students aware of how they fit into the requirements and needs of the employer.

SPECIFIC BEHAVIORAL OBJECTIVE: After reading "What Management Wants" each student will answer the five questions on the worksheet portion of this activity.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Discuss through the use of various information on the requirements and needs of employers, the fact that students need to begin preparing for the demands that will be put upon them in securing employment.	1. Distribute "What Management Wants" sheet and assign students the task of reading it. Then discuss and answer any questions. 2. Have students answer the questions, "How Well Did You Read?" 3. In an open discussion, talk about the various attributes that employers want and don't want in prospective employees.	"What Management Wants" (attached) "Questions - How Well Did You Read?" (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

WHAT MANAGEMENT WANTS

"I'm sorry, Miss Jones, but we just don't have any openings."

You are probably still a little too young to have heard this sentence or one like it directed to you, but some day in the future you may very well experience the feeling of having not been accepted for a job. The reasons why people are not hired are long and varied, but, in general, employers have some basic ideas as to what they want in an employee - and what they don't want. A group of employers in California gave the following as reasons for not hiring job applicants:

1. Educational requirements could not be met. Most employers require a high school diploma as basic qualification, higher degrees of skill or training for specific types of jobs, i.e., shorthand for certain types of secretarial jobs.
2. Failure to meet minimum company test requirements. Most companies use some form or other of objective tests, either single test or a battery.
3. Lack of skill or experience in jobs available.
4. Personal qualifications, i.e., attitude, appearance, personality, verbal expression.
5. Physical and/or medical reasons.
6. Poor references.
7. Security reasons.
8. Unsatisfactory scholastic and/or attendance record in school.

You can get a good idea of what employers want by studying the application forms and the interview forms they use. We will look at one or two of the forms shortly; however, first we shall look at some of the major requirements for a person wanting his first job in a company. Requirements seem to be:

1. Acceptable attendance record both at work and school.
2. Acceptable behavior record.
3. Acceptable past employment record.
4. Career interests.
5. Eighteen years of age.
6. High school diploma or equivalent.
7. Minimum scores on tests.
8. Personal qualifications; physical requirements.
9. Requisite skills for specific jobs.

Employers want the best employee they can get. The companies to which you will go in search of your first job tell you that there are certain things you can do that will improve your chances of being hired. Following is a list of the important preparations employers think you need:

1. People applying for secretarial or clerical work need a better understanding of grammar, spelling, simple mathematics, typing and shorthand.
2. There needs to be a better understanding of arithmetic, grammar, and spelling for everyone.

What Management Wants (continued)

3. Students should learn how to act in a business office, how to dress, and that "good results" will be expected and required of them by their employers.
4. Students should learn how to apply for work, job interviews; should be aware of importance of personal hygiene, courtesy, and employer-employee relationships.
5. Students should be "directed toward a field or vocation which is reasonable in terms of their individual skills, aptitudes and abilities."
6. Students need to be aware of the outlook for employment in an area, the wages, and the nature of preparation that is required.
7. Students need to learn how to approach and solve problems.
8. Students need to learn how to work with others; how to get along with fellow employees and how to take instruction.
9. Girls need particularly to learn about the art of makeup, and better ways to dress.

Taken from: Vocational Education, A Message from Business, California Association of Secondary School Administrators, 1965, written by William N. McGowan.

WORKSHEET

QUESTIONS - "How Well Did You Read?"

1. What are some of the reasons applicants were not hired for jobs?

2. What would you suggest a student might do to meet an employer's qualifications after he has finished school?

3. Why do you think employers place stress on an applicant's attendance record at school? on past jobs?

4. What kind of jobs might not hire a person for "security reasons?"

5. Why do employers require a high school diploma?

BROAD OBJECTIVE: To develop attitudes of respect for cooperation with employers and employees.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will discuss common reasons why employees fail.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Learning why employees might fail: Have the students survey local employers to learn the reasons why an employee might fail in their business. (Tapes could be made of the interview to be played back to the class.) Care should be taken that an employer is interviewed only once; this could be carried out by making individual assignments.	Have principal or other school personnel discuss with students the information about students requested by prospective employers. Have local employers discuss with students the most common reasons for failure of their employees.	Employer from business place School personnel Film: "Working Together" Encyclopaedia Britannica Filmstrip: "Trouble at Work" Guidance Associates

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with the fringe benefits involved in any type of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After reading the "Company Benefits" sheet, each student will answer the questions concerning benefits.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
The students will answer the questions "How Well Did You Read?" and discuss the results with other students.	1. Distribute "Company Benefits" sheet and assign students to read it thoroughly. 2. Emphasize the monetary value these fringe benefits can have for an employee. 3. Emphasize the importance of investigating what benefits a position offers before accepting a job.	"Company Benefits" (attached) Questions, "How Well Did You Read?" (attached)

GGESTED CORRELATION FOR THIS ACTIVITY:

"COMPANY BENEFITS"

Many of the benefits that companies and unions offer are the same. When you apply for a job, you will want to look carefully at the benefits that are available to you. In a real sense, the benefits you receive are a part of your pay. What a company offers you in money should not be your only concern.

Some benefits that might be available include paid vacations, legal holidays, group life insurance, disability and medical insurance, retirement plan, profit sharing, on-the-job training, tuition and book cost for additional education, dental care, eye care, psychiatric coverage under insurance plans, and death benefits.

Many benefits that were not available some years ago are a direct result of union demands; however, other benefits have been included by companies to encourage qualified applicants to accept positions.

One can easily see that for a person to pay for the various benefits offered, he would have to spend a rather large portion of his annual salary. Company #1 pays one of its workers $5,500 a year but has no company benefits with the exception of two weeks paid vacation after one year of service. Company #2 pays the same worker $5,200 a year but has the following benefits: paid vacation, life insurance, disability and medical insurance for the worker and his family, and on-the-job training.

The money paid by Company #1 is obviously more than that of Company #2; however, if one considers merely the added benefit of paid insurance, the total value of Company #2 job would amount to an additional several hundred dollars per year. The total wage and benefits paid by Company #2 exceeds in value the wage paid by Company #1.

An example of benefits offered by a company may be seen in the following list:

1. Paid vacations
2. Legal holidays
3. Disability and medical insurance
4. Company-paid retirement plan
5. Group life insurance
6. On-the-job training
7. Tuition and book cost assistance for persons desiring to continue their education.

The benefits offered by this company are not offered by all companies. Generally, the larger the company, the more benefits the company may offer. In addition, benefits will vary in type and number from one company to another.

Company Benefits (continued)

Unions offer benefits of bargaining power, supplementary pension plan, and others. Some unions, and some companies maintain special recreation areas for their members.

When you begin looking for a job, you will certainly want to investigate the many benefits that might be available to you. Remember that what a company or job pays you includes not only your monetary earnings, but a variety of other factors as well.

Taken from:

Choice or Chance: Career Planning and Development
Oakland Unified School District
Alameda County Schools
Haywood, CA 94544

WORKSHEET

QUESTIONS - "How Well Did You Read?"

1. Define benefit.

2. Give some examples of benefits that a company might offer.

3. Why might insurance, life and medical, be an important benefit for a man with four children?

4. Give two reasons a company might be willing to offer financial assistance to employees going to school.

5. What are two reasons that benefits are offered?

6. What benefits would you think are most important to you? To your parents?

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with payroll deductions and how they will affect his adult living.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will compute "take-home" pay when given a gross income figure.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Compute net "take-home" pay.	Discuss with students the difference between gross income and "take-home" pay. Provide students with several problems involving variations in gross income, exemptions and tax rate. The problem should include information on computing "take-home" pay utilizing social security tax, withholding tax - federal and state, insurance deductions, annuities, and other assessments.	Social Security information Withholding tax tables - Federal and State Basic payroll accounting information.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with the Social Security system and have them acquire a Social Security card.

SPECIFIC BEHAVIORAL OBJECTIVE: After becoming familiar with the Social Security system, each student will answer the five questions, fill in the application form and obtain a Social Security number.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Students learn about Social Security application procedures and obtain a Social Security number of their own.	1. Discuss the purposes and uses of the Social Security system and how to obtain a Social Security number. 2. Distribute copies of "Social Security Tax" and have students read it thoroughly. 3. Have students answer the questions concerning the information on the "Social Security Tax" sheet. 4. Assist students in filling out and mailing the Social Security application form. 5. When cards are received, a review of the system and the significance of the number should be discussed.	"Social Security Tax" (attached) Applications for Social Security number, (obtainable from local post office) Filmstrip: 7-5-B "Preparing for the Job You Want" Eye Gate

SUGGESTED CORRELATION FOR THIS ACTIVITY:

SOCIAL SECURITY TAX

The Federal Social Security Act, 1935, or Federal Insurance Contributions Act (FICA) consists of the old-age, survivors, and disability insurance programs financed by taxes based on workers' earnings. Employers and employees share the FICA tax equally. Al employees must have FICA taxes deducted from wages automatically each payday. Employers must send all money withheld from employees' wages, plus an equal amount as his own share of the tax, to the District Director of Internal Revenue or the Federal Deposit window of a bank. No withholding exemptions are allowed for Social Security. Wages earned over a certain amount determined by Congress are Social Security Tax exempt.

To obtain monthly payments for one's self and one's family or for one's survivors to receive payments in case of death, one must first have credit for a certain amount of work under Social Security. Maximum bene[illegible]s are based on an individual's highest average earning during any ten-year period of his working life. The amount of old-age payments also depends on whether a retired individual applied for them at age 65 or earlier at age 62.

A person under age 65 with a physical or mental condition causing disability for over six months and expected to continue may apply for monthly disability benefits.

A survivor's lump sum death payment can be paid to a widow or widower living in the same household with the worker at the time of death, or the payment can go to pay the worker's burial expenses.

A retired person may earn up to a maximum determined by Congress or less in any one year without losing any Social Security benefits.

QUESTIONS

"How Well Did You Read?"

1. What does F. I. C. A. stand for?

2. What three benefits does the F. I. C. A. represent?

3. Who pays for these three insurance benefits?

4. When can a person draw the old-age benefits?

5. What do you think of the social security system?

BEST COPY AVAILABLE

APPLICATION FOR A SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back

Print in Black or Dark Blue Ink or Use Typewriter

1 Print NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial - If none, draw line) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

3 PLACE OF BIRTH (City) (County if known) (State)

7 YOUR PRESENT AGE (Age on last birthday)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

8 YOUR SEX MALE ☐ FEMALE ☐

5 FATHER'S FULL NAME (Regardless of whether living or dead)

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

HAVE YOU COMPLETED ALL 14 ITEMS?

INSTRUCTIONS

One Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1 Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in the USA, enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example: "John H. Jones, stepfather."

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country without a street address, show your R.D. Route and Box number. If at the post office, show your P.O. Box No. If there is no number used in showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

14 Sign your name as usually written. Do not print unless this is your usual signature. If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example: "John Smith, father."

☆ U.S. Government Printing Office: 1971 435-878 7

FOR DISTRICT OFFICE USE

708
BISMARCK, N. DAK. 58501

FOR BUREAU OF DATA PROCESSING AND ACCOUNTS USE

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To help students decide priorities in budgeting.

SPECIFIC BEHAVIORAL OBJECTIVE: To involve the students in deciding their priorities by actually constructing a sample budget. Followed by construction of individual and personal budgets. Income based upon students' individual career choice.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCES
By analyzing a sample payroll check, students will become aware of the various deductions and the meaning of "take home pay." With this take home pay and a necessary list of expenditures, students will be given the opportunity to balance a budget. This will give them an indication of where their money goes. Given the various items of the family budget, a circle graph can be developed.	1. Show filmstrip "Budgeting Your Money" 2. Distribute information sheet on "The Payroll Check" and have students read it carefully. 3. Discuss the meaning of deductions and how they will affect the "take home" pay of an individual. 4. Emphasize the deductions that are automatically taken out and those that are optional. 5. Hand out "How Well Did You Read?" worksheet; have student complete and discuss. 6. Students may compute their own deductions using the following table: (These statistics are generalizations) a. Fed. Withholding-20% of Gross Income	"The Payroll Check" (attached) Questions - "How Well Did You Read?" worksheet (attached) Employer's Tax Guide Circular E Publication #15 Department of Treasury Internal Revenue Service Family Budget (attached) Circle Graph (attached) Filmstrips: "Budgeting Your Money" Eye Gate 75E ABC's of Getting and Keeping a Job #7 - 5 - A Eye Gate

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

J

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCES
	b. State Income Tax-5% of Gross Income c. Social Security-6% of Gross Income e. Retirement-6% of Gross Income d. Hospitalization-$55 plus for Group Plans	
	7. Distribute the Family Budget worksheet to each student.	
	8. Briefly discuss the deductions pointing out the difference between "gross" pay and "net" pay.	
	9. Have students compute a budget of own--using their chosen occupation's income as a guide.	

"YOUR PAYROLL CHECK"

Many a person has been unpleasantly surprised when he received his first payroll check. He quickly learns that there is a difference between the amount he earns and the amount he takes home. There are numerous deductions. Some of these may be required by law. Examples of these are:

1. Federal Old Age Insurance (Social Security)
2. Withholding Tax
3. State Disability Insurance
4. City Wage Tax

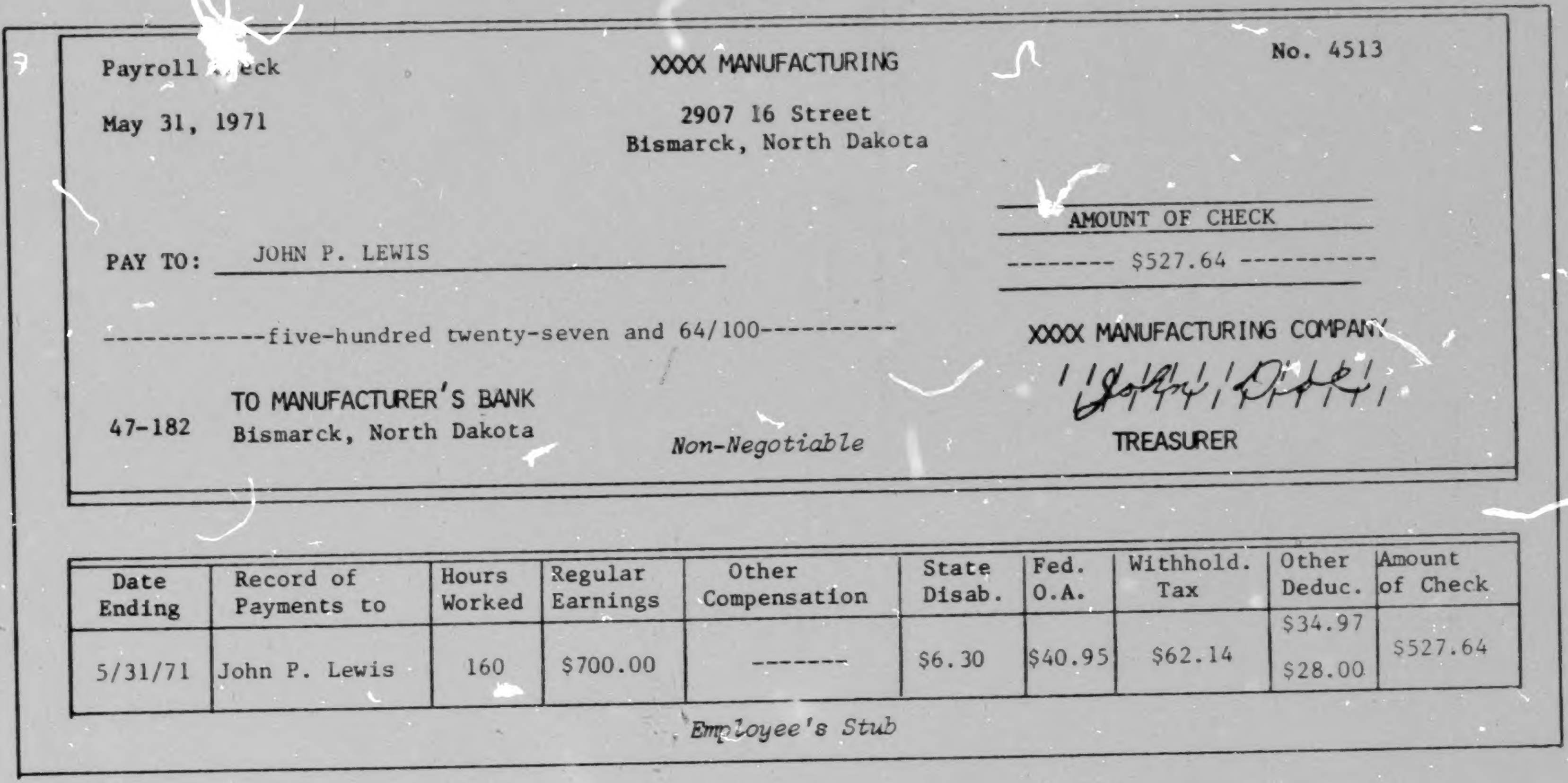
These taxes account for more than 20 percent of the check. In addition to required deductions, there are voluntary deductions such as group life insurance, charity donations, union and/or professional dues, savings bonds, and others.

These deductions required by law are important. The Social Security deduction applies to your retirement, and the State Disability Insurance provides funds for you when you are unable to work because of illness or disability related to your job. Withholding tax is a means of collecting federal income tax. In addition, some cities tax income.

Deductions that are voluntary depend upon the company and employee. Some unions collect dues through a payroll deduction.

When you hold your first job, you should be prepared to realize that some of your paycheck will have been spent before you even see it.

Taken From:
Choice or Chance: Career Planning and Development
Oakland Unified School District
Alameda County Schools
Haywood, California 94544



Payroll Check | **XXXX MANUFACTURING** | No. 4513

May 31, 1971

2907 16 Street
Bismarck, North Dakota

AMOUNT OF CHECK

-------- $527.64 ----------

PAY TO: JOHN P. LEWIS

------------five-hundred twenty-seven and 64/100----------

XXXX MANUFACTURING COMPANY

47-182 **TO MANUFACTURER'S BANK**
Bismarck, North Dakota

Non-Negotiable

TREASURER

Date Ending	Record of Payments to	Hours Worked	Regular Earnings	Other Compensation	State Disab.	Fed. O.A.	Withhold. Tax	Other Deduc.	Amount of Check
5/31/71	John P. Lewis	160	$700.00	-------	$6.30	$40.95	$62.14	$34.97 $28.00	$527.64

Employee's Stub

WORKSHEET

QUESTIONS - "HOW WELL DID YOU READ?"

1. How much does John earn per month?

2. How many hours did John work?

3. If John is paid at the end of the month, what month does this check cover?

4. Name the bank that this check is drawn upon.

5. Who signed the check? Why?

6. What percent of his salary did John have to pay to State Disability?

7. What does "Fed.O.A." stand for on the check?

8. For whom does John work?

9. How much income tax was withheld from John's salary?

10. What types of deductions might come under "other deductions"?

11. What might come under "other compensation"?

12. Describe biefly the various things John would have to do in order to cash his check.

Payroll Check

May 31, 1971

XXXX MANUFACTURING

2907 16 Street
Bismarck, North Dakota

No. 4513

AMOUNT OF CHECK

PAY TO: ____________________

XXXX MANUFACTURING COMPANY

TREASURER

47-182 TO MANUFACTURER'S BANK
Bismarck, North Dakota

Non-Negotiable

Date Ending	Record of Payments to	Hours Worked	Regular Earnings	Other Compensation	State Disab.	Fed. O.A.	Withhold. Tax	Other Deduc.	Amount of Check

Employee's Stub

"FAMILY BUDGET"

Family of Four (Wife, Husband, Two Children)

GROSS MONTHLY SALARY $700.00

Social Security	$40.95
Federal Income Tax	62.14
State Income Tax	6.30
Hospital Insurance	34.97
Retirement	28.00
	$172.36

NET TAKE HOME PAY: $527.64

HOW MUCH WOULD YOU ALLOW FOR EACH ITEM IN THE FAMILY BUDGET? ($527.64)

SHELTER: __________ House payment, water bill, heat and lights, telephone, house tax, fire insurance.

FOOD: __________ Groceries (keep in mind family of four).

AUTOMOBILE: __________ Gasoline, tires, repair, insurance, money needed to buy new car, and periodic service for car.

RECREATION: __________ Movies, athletic events, vacation for summer months, boats, campers, boat motors, and repair of all these items.

CLOTHING: __________ Four members in family.

CONTRIBUTIONS: __________ Community fund, church contributions, etc.

SAVINGS: __________ For the rainy day.

REPAIR & IMPROVEMENT: __________ Paint house, purchase new lawn mower, fix windows, buy garden equipment, buying new furniture for the house.

INSURANCE: __________ Life (husband, wife), income protection.

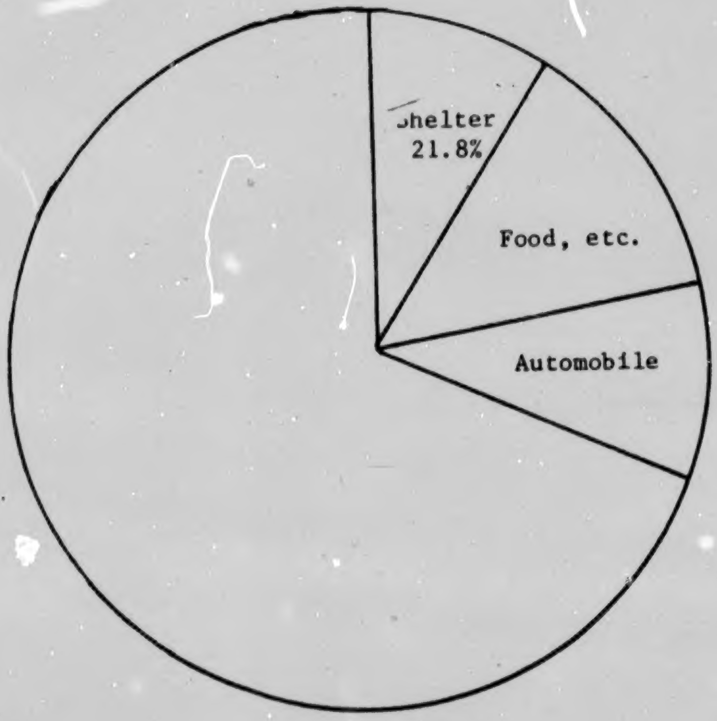
MISCELLANEOUS: __________ Dental and eye care, (special events like taking family for Sunday dinner)

TOTAL: $527.64

HAVE STUDENTS TAKE EACH ITEM OF THE FAMILY BUDGET AND DIVIDE BY THE NET TAKE HOME PAY TO GET THE PER CENT FOR EACH ITEM.

EXAMPLE:

SHELTER $\underline{\$115}$ $\qquad \frac{\$115}{\$527.64} = .218 = 21.8\%$



CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To illustrate that in order for a business to make a profit, the income must exceed expenses.

SPECIFIC BEHAVIORAL OBJECTIVE: By setting up 3 competitive businesses, the students will be able to discuss the factors which determine whether a business succeeds or fails.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCES
3 business groups 1 service group 1 consumer group Show that the production costs influence the cost of the final product. The income must exceed expenses in order for a business to prosper.	1. Divide class into groups of 4 or 5 individuals. Choose 3 groups to be competitive businesses producing the same product. Another group will be in charge of setting of prices and selling the raw materials for the product (also setting prices of: 1) transportation 2) labor, 3) factory and 4) machine sales and rent, and 5) advertising). This group must keep in mind factors which influence prices too. The remaining students will be the consumers of the products. Each consumer will be issued a certain amount of play money which will be used to buy the product. (The total amount of the consumer money should be equal or exceed the amount of money issued to the 3 businesses). 2. Have the 3 businesses decide what products they will produce. Issue play money which must be used:	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCES
	1) to buy the raw materials 2) to pay for transportation of goods 3) to pay the wages of the employees 4) to pay for rental and the the buying of factories and machines 5) advertising	
	3. Each business group will choose management (size and type of business will determine this) and individual work roles in the production of the product.	
	Also the business groups will determine the location of the factory in terms of the basic needs industry -- availability of: 1) raw materials 2) transportation (type & costs) 3) power sources 4) labor requirements (skilled or unskilled) 5) market 6) capital	
	4. The 3 businesses will then buy the raw materials and pay other costs to the group in charge of this. The 3 businesses will compute all expenses involved in the manufac-	

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCES
	turing and selling of the product and will then determine the cost which they will have to charge for their product. They must keep in mind that the expenses must be less than the income if the business is to succeed.	
	5. Each of the businesses will produce a mock product (using construction paper), set up a shop and advertise their product and its price. (4 desks placed in a pod will make a good store)	
	6. Send the consumer group out to compare prices, quality and design of the products from each of the 3 business groups. Have them buy the product which best suits their individual style preferences. (Each consumer will independently choose his own product).	
	7. After all transactions have been completed, each business will compute its profit or loss.	
	8. Discuss: 1) Costs involved in manufacturing 2) Prices necessary in order to make the finished product profitable, and 3) Why some businesses succeed and others fail.	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with the effects of the environment on making a living.

SPECIFIC BEHAVIORAL OBJECTIVE: Through the various discussion forms listed below, the students will orally discuss the correlation between types of occupational needs for an area and the topography, location and climate of an area

SUGGESTED SUBJECT AREA Geography

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
By use of brainstorm discussion, fish bowl discussion, or small group discussion, the student will conceptualize that occupations differ from area to area in accordance to geographical differences.	1. Discussion by either brainstorming, fish bowl or small group discussions, the occupations which are in existence in several precise locations around the world (5-8 locations should be analyzed). 2. If possible, have students do library research for preparation. (encyclopedia and area study books of individual countries) 3. Evaluate why these occupations are necessary or possible in each area. Keep in mind: 1) climate, 2) land forms, 3) human resources, 4) location and 5) any cultural influence. Show cause and effect. 4. Have students show how each of the above factors influence the type of occupation in an area. Have them form major concept generalizations such as: a cold winter, warm summer; area with a rough terrain (such as badlands) may use much of the land for large cattle ranches. 5. Use this evaluation as reference in future study of individual countries.	

SUGGESTED CORRELATION FOR THIS ACTIVITY: The World Today, It's Patterns and Cultures, Chap. 1, Pg. 12

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with various occupations relative to income and their individual needs.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will be able to set up a personal monthly budget.

SUGGESTED SUBJECT AREA Economics

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Researching an occupation of choice and one of necessity for the purpose of setting up a budget.	1. Ask student to choose an occupation of their choice irrespective of income. Research this occupation: 1 - Income 2 - Location of work 3 - Future employment demands 4 - Other aspects affecting their personal life. 2. Ask student to choose an occupation realistic in relation to interest, wants and needs. Research this occupation as in #1. 3. Establish budget figures as head of household giving them the following data as guidelines. Discuss with class other items that should be included. Items will vary with individual - such as clothing and entertainment. Have a student make a list of these items on the board at the time of discussion.	1. Occupational Outlook Handbook 2. Career Kits

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	All individuals are 28 years old are married have 2 children are buying a home ($250 pymts) are buying a car ($75.00 pymts) are buying food ($80) have insurance ($60) are saving 5% of gross income 4. After planning the budget, have students decide whether or not their choice of occupation was realistic for them.	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint the student with the economics of wise buying as it relates to adult life.

SPECIFIC BEHAVIORAL OBJECTIVE: By comparing class reports students will show the importance of comparative buying.

SUGGESTED SUBJECT AREA Economics

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Show student the importance of comparative shopping.	1. Introduce student to chapters in Consumer Economics Problems on Buying and Spending Wisely, and Aids and Protection for Consumers. 2. Filmstrip "Buyer Beware" 3. Guest speaker: local retailer will explain to student practices of wise buying (sales, quantity buying, etc.) 4. Filmstrip "Money Well Spent" 5. Involve the students in a classroom setting of buying and selling. Have students take roles of buyer and seller. 6. Secure the services of retail outlets in which the students may participate in a buying experience. Example: Divide class into groups and go to different appliance stores for the purpose of pricing automatic washers. Information they should get:	Consumer Economic Problems; Warmke, Wyllie, Wilson, Eyster; Eighth Edition; Southwestern Publishing Co. Consumer Reports Resource persons: local retailers, store executives knowledgeable in comparative buying Money Management filmstrip series: "Money Well Spent" "Buyer Beware" (May be obtained from State Board for Vocational Education, Exemplary Project)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	1) various types available 2) comparative costs 3) types of financing available 4) brand names 5) guarantees 7. When groups have compiled information, compare the stores and the merchandise for: 1) number of brands available 2) cost of same brand washer in different stores 3) types of financing available	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint the student with the economics of buying on credit.

SPECIFIC **BEHAVIORAL** OBJECTIVE: Each student will identify financial terminology as it is related to buying on credit and give an example of wise buying.

SUGGESTED SUBJECT AREA Economics

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
To help students become aware of the various types of lending and credit institutions available to him and understand different types of loans with emphasis on interest rates. Students will develop a written comparison of the total cost of a $500 car loan financed over 24 months from a finance company and from a bank.	1. Introduction by teacher of terminology in classroom text pertaining to credit-banking. 2. Guest speaker (banker) explain various services offered by banks and other loan institutions. 3. Filmstrips: The Price of Credit, Money Well Spent - class discussion of facts shown in filmstrips.	Young Teens and Money, Mary Beery, McGraw Hill 1971 Filmstrip Series - Money Management Money Well Spent Making Ends Meet Buyer Beware The Price of Credit Guidance Associates, Pleasantville, New York Resource persons (banker, stockbroker, finance company personnel)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with specific aspects of a job interview through a simulation job interview.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will investigate a specific job, write a resúme of personal qualifications, and be interviewed for the job by a local employer. Class discussion will follow to analyze the interviews.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCES
By the use of a simulated job interview, the student will become familiarized with the process of getting a job.	1. Invite a local employer to interview some members of your class for a specific job. (May be either simulation or a real job) 2. In advance, inform the students that the employer will be interviewing them for ________________ job; and that they will be competing with each other for the job. The student's task is to investigate the job's requirements and to write up a personal resúme which may be either the student's actual qualifications or a ficticious resúme incorporating the attributes the students feel are necessary for the job. Send the resúme to the employer in advance. Remind the students of the importance of qualifications, attitudes and appearance in a job interview. Also suggest that the employer may ask the student why he wants the job.	attached - Personal data sheet (Resúme sample)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCES
	3. Instruct the students who are not being interviewed to take note of the positive and the negative points of the interview. 4. Have the employer interview the student applicant in front of the other students. 5. The employer will then choose the student who best fits the job requirements. (Keeping in mind, both the resúme and the interview) 6. The employer will discuss his choice with all of the students and compare this choice with the notes the other students made of the interviews.	

PERSONAL DATA SHEET

NAME:	John Baker	AGE:	19
ADDRESS:	319 Oak St., Bismarck, ND 58501	HEIGHT:	5'11"
TELEPHONE:	255-3240	WEIGHT:	160
MARITAL STATUS:	Single		

EDUCATION: Elementary School: Cunningham School; graduated 1965
High School: Roosevelt High School; graduated 1969
Commercial course with general business major
Electives included business procedures and bookkeeping

PREVIOUS EMPLOYMENT: Clerk, National Insurance Co., 145 N. LaSalle St., Centerville,
June 1969 to present
Clerk, Check-Clearing Dept., State Bank, 917 Dearborn St., Centerville,
June-September, 1968
Supervisor: Mr. H. C. Smith

SCHOOL ACTIVITIES: Business Club, football team, Student Council

PRESENT INTERESTS: Photography, camping, record collecting

REFERENCES: Mr. T. R. Preston
Section Manager
National Insurance Co.
145 N. LaSalle St.
Centerville, Ill. 62201
DEarborn 2-9820

Mr. L. E. Fisher
Accounting Instructor, Roosevelt High School
2034 E. Main St.
Centerville, Ill. 62201
NAtional 8-6880

Mr. P. A. Johnson
4839 South Blvd.
Centerville, Ill. 62201
ALpine 1-4906

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To prepare students for adult living by acquainting them with industrial methods.

SPECIFIC BEHAVIORAL OBJECTIVE: By using the manipulative pyramids in individual and group assembly lines each group will write generalizations showing the advantages of the assembly production line in terms of production rates and labor input - production outputs.

SUGGESTED SUBJECT AREA Social Studies

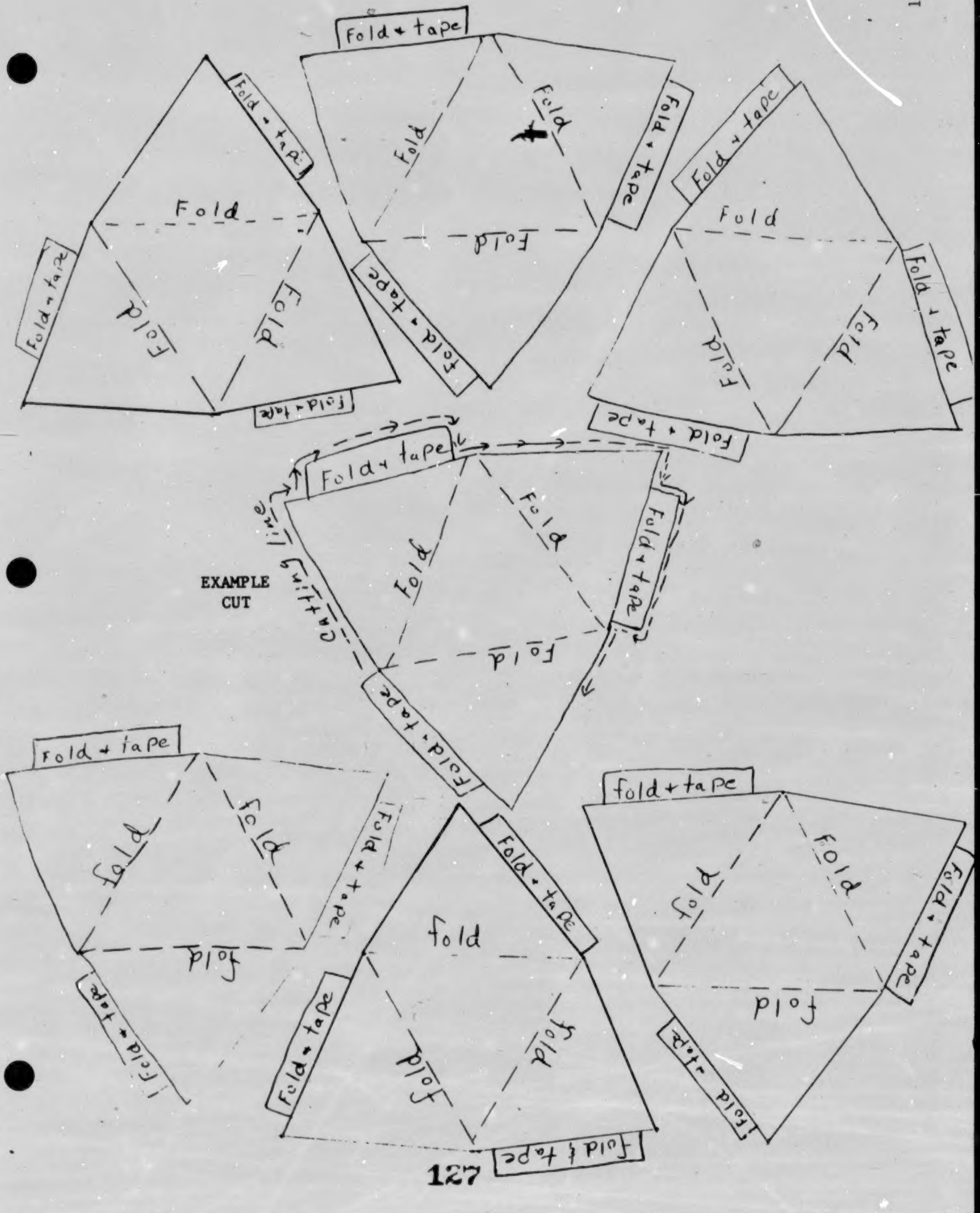
SUGGESTED GRADE LEVEL Jr. - Sr. High production

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Assembly line - Pyramid Construction By comparing the production rate of the individual to a group's assembly of pyramids, the students will conceptualize that specialization in industry boosts production.	1. Discuss; 1) production, 2) assembly lines, 3) production efficiency and 4) labor input--production output. 2. Hand out several pyramid sheet papers to each student. 1. instruct students how to cut, fold and tape pyramids 2. Give 5 minutes for each student to make as many pyramids as he can. Repeat 2 times. a) count each students pyramids b) find the class average. 3. Organize small groups of 3 and 4 a) each student will decide what specific duty he will specialize in 1) cutting 2) folding 3) taping 4. Time the production (5 min. each) a) average the production number b) find the group averages (time three times) 5. Compare the average individual production to the average group production. (continued)	Materials - scissors, pyramid sheet papers about five for each student, tape available to all.

SUGGESTED CORRELATION FOR THIS ACTIVITY: The World Today, Its Patterns and Culture, Unit 5

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	6. Each student compare his individual production with that of his group. 7. Have each group write a generalization showing the comparison.	


Fold + tape
Fold
cutting line

EXAMPLE CUT

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with the effect of automation and technological changes on employment opportunities and trends.

SPECIFIC BEHAVIORAL OBJECTIVE: By use of the various reports and discussions listed in the Suggested Technique column, the students will discuss the effect of change in automation to opportunity for employment in automation and technology. (Manufacture & Automation in U. S. A.)

SUGGESTED SUBJECT AREA Geography

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Students should understand automation and technological changes: a. Introduction of automatic equipment b. Automation creates new jobs, but these jobs require additional training. c. Implication of automation 1) increases productivity, but often leads to unemployment (less skilled). 2) changes lead to the development of new industries and new occupations. 3) automation tends to eliminate highly routine operations performed by workers in office and factories. 4) automation leads to an increase in leisure time. Vertical occupational mobility; becoming more difficult without additional training.	1. Discuss concepts (trends in automation) and the importance of understanding trends 2. Have students report on occupations which suffer most in times of recession and depression. 3. Have students report on the ways in which different industries and occupations have been affected by recent technological changes. 4. What are the implications of automation for the young person about to enter the labor force? 5. List new job opportunities that have come into being because of technological changes in recent years. 6. Discuss meaning of "blue collar" and "white collar". Discuss the connotations and values attached to these terms. 7. Have a group of girls report on the role women play in the world of work. 8. Hold a panel discussion on the school dropout and his employment problems.	1. Have a speaker from the local employment service discuss local employment trends. 2. U. S. Dept. of Labor, Occupational Outlook Handbook 3. SRA Job Family Series 4. SRA Widening Occupational Roles Kit (WORK)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Trend in employment is to require some type of specialized pre-job schooling.		
Growth of the labor force a. Certain occupations have increased in number rapidly. b. Others have experienced a decrease.		
Increase of women in labor market means that most women will work before marriage and continue to work until birth of first child. Between the ages of 35 to 55 more women will again enter the labor force.		
Young people in the labor force a. The number of young job seekers is expected to increase sharply in the years ahead. b. Additional job training may be the key to obtaining employment.		

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To assist the students in a career choice, considering both the availability of training and the location of this training in North Dakota.

SPECIFIC BEHAVIORAL OBJECTIVE: The student will prepare a written study on the relationship between career choice and the availability of training in North Dakota.

SUGGESTED SUBJECT AREA Economics

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Student will relate to class changes in his list of career choices that may have occurred due to information he gained concerning the availability of training opportunities in North Dakota. A. Class reports B. Class chart (each student will contribute to the chart information on availability of training in North Dakota, related to his career choice.) C. Written reports	Using the Occupational Outlook Handbook and the career kits, the student will research prospective jobs of interest to him. Student will research the Vocational Training Opportunities in North Dakota directory for the purpose of finding types and locations of training available to him relative to his career choice.	Occupational Outlook Handbook Vocational Training Opportunities in North Dakota Career kits College catalogs Resource persons: Qualified people in the area of employment

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To show the interrelationship between school subjects, and the occupational opportunities in life.

SPECIFIC BEHAVIORAL OBJECTIVE: By completing several of the worksheets in Road Map Math, the student will gain an understanding of the correlation of road map reading to mathematics.

SUGGESTED SUBJECT AREA Geography

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Have students complete the various worksheets from Road Map Math, illustrating the different geographical and math concepts used. Discuss the worksheets.	1. Discuss Maps and - a. one inch equals how many miles? b. population charts c. the computation of mileage between cities. d. distance table (mileage log) e. sign reading f. road surface identification 2. Have students complete and discuss the various worksheets.	1. Highway map of North Dakota Travel Division Highway Dept. Bismarck, ND 2. Road Map Math George Fors, ed. Department of Public Inst. Bismarck, ND

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint the student with career opportunities closely related to the social science courses.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will give oral or written expression to the basic nature of at least four social science related careers.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Researching, formulating reports and discussing report information.	Introduce to the students the social science curriculum with the purpose of exposing them to its career preparation aspects. Divide the class into two groups: 1. *Assign one group of students to choose one of the following areas in the social sciences to be researched for the career implications: a. anthropology b. economics c. geography d. political science e. history f. sociology 2. *Assign the other group of students to research the following occupational areas with special emphasis on their connection with the social sciences: a. criminologist b. economist c. geographer d. political scientist e. psychologist (continued)	Occupational Outlook Report Series U. S. Department of Labor U. S. Department of Health, Education, and Welfare SRA Career Information

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	f. sociologist g. recreation worker h. teacher Panel presentation of research efforts should establish the correlation between the several careers researched and the social science curriculum. *The size of each group will determine the number of students to be assigned to each research area.	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To familiarize students with social studies related occupations and to show how they fit into the scheme of our society.

SPECIFIC BEHAVIORAL OBJECTIVE: After completing the crossword puzzle, the guideline for writing a research paper, and after writing a research paper on social studies related careers, the students will discuss any unfamiliar occupations and show how they fit into the making of a society.

SUGGESTED SUBJECT AREA Social Science

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Have students find social studies related carees in crossword puzzle, complete instructions... writing the job analysis research paper, and write a research paper on the social studies related occupation of their choice.	1. Discuss various occupations with Social Studies background. 2. Have students complete crossword puzzle (23 total). Circle words when you find them. 3. Have students pick one of the occupations (using "Instructions to the student for writing a job analysis research paper") have student write research paper 4. Discuss occupations which may be unfamiliar. Show how these occupations fit into the making of a society.	1. Crossword puzzle (included) 2. "Instructions to the Student For Writing The Job Analysis Research Paper" 3. List of Social Studies related jobs used on crossword puzzle.

SUGGESTED CORRELATION FOR THIS ACTIVITY: U. S. Geography (industry and manufacturing)

INSTRUCTIONS TO THE STUDENT FOR WRITING THE JOB ANALYSIS RESEARCH PAPER

Long Form

1. You have heard the explanation on the methods you are to use to help you analyze jobs that really relate to you and your qualities. Remember that you are to write a partial analysis on a minimum of four jobs from at least two job families. This is the minimum; you may do more if you wish.

2. This report is a research theme and uses research done by you from the occupations file in the classroom, the public library, the school library, personal interviews, or any other accurate source of information.
    - a. It must be written neatly and legibly in ink, or typewritten. If you type, it must be double-spaced. Use adequate margins.
    - b. Use good quality paper and write or type on one side only.
    - c. English will play a part in your grade, according to the discretion of the teacher.
    - d. Illustrations such as charts, graphs, maps, cartoons, etc., may be used, because they generally add to the quality and interest of your report.
    - e. A bibliography, listing in alphabetical order your sources of information, should constitute the last page of your report.
    - f. Use the blanks below to write in any other directions you may receive.

SUGGESTED ORGANIZATION FOR YOUR RESEARCH PAPER

Remember, you are not writing on all of these areas for each job you choose. You are only writing on selected areas which best tell you what you wish to know about each job. However, remember that you must use all the areas of a job analysis at least once in your total paper.

1. A cover page, including your name, the job area you are reporting on, the date, and the teacher's name should be listed.

2. Before you write anything about a particular job or jobs, answer these questions in your paper.
    - a. Why is it important that I choose educational and vocational goals for which I am fitted?
    - b. For each job that you have chosen to partially analyze, tell why you chose it, using in your discussion your interests, abilities, personality, values, attitudes, and goals, or any other reason which you feel important.

3. The following is a suggested outline to aid you in determining what you ought to investigate under the various areas of a job analysis. You do not have to cover all these areas for each job.
    - A. Nature of the Work
        - 1. What kind of a job is this?
        - 2. What work would I actually perform if I were to enter this field?
        - 3. Why does this sort of work appeal to me?
        - 4. Could I really do this work? If not, why?
    - B. Personal Requirements
        - 1. What type of interests does this job require?
            - a. Do I possess these interests?
            - b. How does my Kuder relate to the interest requirements of this job?
            - c. Do my hobbies bear any relation to the types of interests required by this job?
            - d. Could I develop interests such as this job requires?

2. What abilities would I have to possess in order to enter and perform this job?
   a. Do I really possess these abilities?
   b. How do I know I possess these abilities?
   c. What do my tests indicate?
   d. Could I achieve or learn the skills necessary for this job?
3. What type of personality does this job require?
   a. What are some personal qualities that would be necessary in this job?
   b. Do I possess these qualities?
   c. If not, could I develop these personal qualities?
4. What are the health and strength requirements of this job? Is average or good health enough? Are there any special physical requirements as to height, weight, eyesight, beauty, etc.?
5. What values or attitudes would I have to possess in order to be happy in this type of work? Would the performance of this work cause me to violate any values or attitudes that I possess? Could I adjust to a situation in which I had to change some of my ideals, values, or attitudes?

C. Preparation Required to Enter and Perform this Job
1. What subjects do I need to study?
2. What level and type of education is required? (High school, college, trade school, apprenticeship, etc.) Do my achievements thus far (grades, STEP tests) indicate that I can reach this level of education? Are there any reasons why I can't reach this level of education?
3. Other Requirements
   a. Union
   b. License
   c. Special examinations
   d. Work experience

D. Working Conditions
1. Location of work (geographical). Am I willing to leave home to get a job?
2. Indoors, outdoors, or both. Relate to Kuder outdoor interests.
3. Heavy or light work. Is this work monotonous or tedious? Would this work make me nervous?
4. Days and hours of work. Sundays, holidays, nights? Am I willing to work such hours permanently?
5. Are there any health or safety hazards in this job? Am I willing to face such hazards even though they may do me serious harm?
6. Are the surroundings pleasant? Are they untidy and/or depressing?

E. What Rewards Would I Get From This Job?
1. Personal satisfaction
2. In what ways is this job useful to society?
3. What salary would I earn? What is the starting salary? The top salary possible? Are there any financial rewards other than salary?
4. Are there any fringe benefits, such as pensions, vacations, sick leave?
5. What chances of advancement are there? What are the requirements for advancement? Can I meet them? Do the responsibilities that come with advancement in this field appeal to me?

F. What is the future of the field on this job?
1. Is there an over or under supply of workers in this field?
2. Note the opportunities for women in this field.
3. Is this an up-and-coming field, or is it dying out?
4. What are the general employment trends in this field?

After you have completed all your partial job analyses, write a paragraph or two answering the following questions:

1. Which jobs do I feel especially attracted to? Why?
2. Do I feel that any of the jobs would be unsuitable for me?
3. What did I learn by doing these partial job analyses?

Complete your job analyses research paper with a bibliography on the final page.

I	N	T	E	R	E	S	T	E	D	I	N	Y	E	S	G	A	G
S	O	C	I	A	L	S	T	U	D	I	E	S	O	H	O	V	R
W	U	C	A	R	E	E	R	S	S	U	R	E	I	C	V	I	E
H	I	R	G	F	E	Y	O	U	C	Y	E	S	H	L	E	A	G
Y	U	S	V	R	U	P	U	S		A	R	E	I	E	V	T	T
W	D	I	G	E	E	N	O	W	E	D	I	T	O	R	N	I	G
E	G	W	H	Y	Y	A	I	R	N	M	E	O	K	G	M	O	O
S	O	C	I	A	L	O	T	I	T	R	Y	O	U	Y	E	N	O
W	O	R	K	E	R	I	R	T	I	O	E	U	S	M	N	I	D
G	D	G	R	E	A	T	I	E	S	N	R	L	I	A	T	E	C
E	U	S	S	T	A	T	I	S	T	I	C	I	A	N	W	I	A
O	H	C	O	N	T	R	A	C	T	O	R	S	I	T	L	I	N
G	M	Y	C	U	S	A	C	T	U	A	R	Y	U	B	I	P	D
R	U	S	I	S	U	R	E	H	I	Y	E	S	U	N	D	O	O
A	M	E	O	H	M	Y	M	Y	A	T	I	P	I	O	O	L	N
P	Y	C	L	E	R	Y	M	A	N	E	Y	O	U	H	U	I	I
H	T	W	O	H	E	L	L	O	I	A	O	U	S	I	S	T	C
E	H	E	G	U	S	O	F	U	S	C	U	L	W	H	Y	I	E
R	E	D	I	R	E	C	T	O	R	H	M	N	O	T	O	C	O
T	M	U	S	C	O	U	R	S	E	E	E	D	I	G	U	S	K
H	I	S	T	I	L	A	W	Y	E	R	Y	O	U	L	I	K	E
E	P	U	B	L	I	C	R	E	L	A	T	I	O	N	S	S	E
M	D	I	R	E	C	T	O	R	H	O	W	E	H	O	O	W	T

CROSSWORD PUZZLE ANSWERS

1. Social Studies
2. Careers
3. Editor
4. Social Worker
5. Statistician
6. Contractor
7. Actuary
8. Clergyman
9. Director
10. Lawyer
11. Public Relations Director
12. Government
13. Aviation
14. Clergyman
15. Politics
16. Scientist
17. Geographic
18. Sociologist
19. Teacher
20. Public
21. Reporter
22. Relation
23. Surveyor

CAREER DEVELOPMENT ACTIVITIES

Manolovitz

BROAD OBJECTIVE: To relate extracurricular activities, hobbies and school subjects to a base for career development.

SPECIFIC BEHAVIORAL OBJECTIVE: To coordinate the students hobbies, extra-curricular activities and school subjects with their personal traits, abilities and interests, by compiling lists of hobbies, activities, etc., checking "My Personal Traits" chart choosing several alternative job interests and evaluating their choices as compatible to their interests and abilities.

SUGGESTED SUBJECT AREA Any/Soc. Sc.

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read "Self Appraisal"	1. Have students record extracurricular activities, hobbies, and school subjects they like best in a Career folder.	"Self Appraisal" (attached)
Discussion		Occupational Outlook Handbook 1972-73 ed.
2. Why do students find certain subjects more interesting than others? Explain	2. Have students make a composite list of all the school activities in which they participate. This can be done for hobbies.	folder - "My Career Development Course of Action" (attached)
3. How important is interest in succeeding in a subject?	3. Have students who have unusual hobbies set up a hobby show.	
4. What is the purpose of activities in the school program?	4. Have each student list several school subjects that interest him or her most and state why.	
5. How can activities be related to a career? Use examples.	5. Have student list 7 or 8 occupations which would be of interest to him.	
6. How can hobbies be related to a career? Use examples.	6. Enter data in folder "My Career Development Course of Action" (continued)	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	7. By checking the Occupational Outlook Handbook, the students will evaluate in writing their choices as compatible to their interests and abilities.	

SELF APPRAISAL

In Booklet One, "Success and You," you were asked to make a self-evaluation of your traits and abilities. The reason for this was because these things definitely affect your future. In other words, by knowing what traits and abilities you possess, you are in a better position to plan your future wisely. This means you are better prepared to select the type of vocation most suitable for you. You are better prepared to plan your course of action as far as training or education is concerned to achieve your vocational goal.

In this article you are going to make an appraisal of yourself in other areas of your life which are important in your career planning. These areas are your school subjects, extracurricular activities, and hobbies.

For some of you, when we mention the word school subjects, it may bring moans and groans. To others it brings smiles of satisfaction. We can illustrate this in the following conversation overheard between two students as they were leaving school on report card day.

"Wow! Look at my report card, another F in Geography. Man, that's one subject that I hate!" exploded one student.

"I can't complain; I got an A. Geography is my favorite subject," replied the other.

"I don't see how anybody in his right mind can like Geography," said the first student. "I'll take Science any day over Geography."

In our experience we have found that most students find certain subjects more to their liking and interest than others. There could be a number of reasons for this. They might have a natural talent for the subject. Another reason is that they may like the teacher of that subject or the manner in which it is taught. This often explains why a student may do well one year and miserably the next in the same subject. There is also the natural interest a student has for certain subjects. For example, some students from the beginning of their school days find some subjects more to their liking and interest than others. Finally, a student usually likes and shows more interest in a subject in which he experiences good grades or success. On the other hand a student will usually dislike and show little interest in a subject because he has no talent for it. He may not like the teacher or the way it is taught. He never did find it interesting, and if he constantly does poorly in the subject, he will usually grow to dislike it.

It is our purpose to assure you that it's natural for you to prefer or show more interest in certain subjects than others. It's very important, though, that you realize your feelings toward certain subjects definitely affect your achievement in that subject. For example, if you have no interest in typing, the chances are you will not do well in that subject. Should you, by chance, consider becoming a secretary, you will probably experience little, if any, success in this type of occupation. Thus, you can see there is a relationship between liking and showing interest in a subject, succeeding in it, and relating it to a vocation and succeeding in that vocation.

Most experts agree that a student should explore and consider vocations that are related to the subjects in which he has the greatest likes and interests. Let's now discuss briefly the importance of activities in your school life and their relation to your career planning.

Activities are sponsored in schools for several reasons. They serve as an opportunity for you to pursue and develop your interests and talents. They provide you with an opportunity to discover new interests. They make your school life a little more pleasant and interesting. They provide an opportunity for you to meet and make new friends. They can help you become a more rounded individual. They can lead to a vocation. For example, a boy participating and excelling in athletics could possibly become a professional athlete. A student who excels in dramatics may find a career in the entertainment world.

You should become acquainted with the activity program offered in your school and make it a point to participate in some of them. We urge you to explore the careers which are related to each activity. It could result in a rewarding job for you someday.

Closely related to activities in school are certain outside activities which one enjoys during his leisure time. These activities are usually identified as hobbies. A hobby is an activity that one engages in on his own free will during his spare time. It is based on a person's interests. Hobbies can be inexpensive or very expensive. There are many, many kinds of hobbies too numerous to mention. You are probably familiar with the more common ones; such as, hiking, stamp collecting, photography, coin collecting, reading, writing, building models, collecting matchbook covers, antiques, and collecting autographs of famous people, just to mention a few.

Some people have turned their hobbies into a profitable occupation. For example, this writer knows a former student whose hobby was photography. He became quite an expert in this hobby and eventually opened his own photo studio. Another person we know collected antiques as a hobby. Today, he has his own antique business.

You can see by these two examples that hobbies can be related to a career. In addition, they can be profitable as well as add much enjoyment to your life.

Earlier in the article we said you were going to make an appraisal of yourself in other areas of your life which are important in your career planning. These areas were your school subjects, extracurricular activities, and hobbies. We discussed each of these areas and showed how they could be related to careers. Now you are ready to take some more action toward your career planning. You are going to appraise each area as it applies to you. In your Personal Career Builder Folder under the heading, "My School Subjects," list the school subjects that interest you most. In the column entitled, "My Personal Activities," list the activities and hobbies in which you are presently engaged. After you have entered this information in the Personal Career Builder, take a good hard look at it. To which occupations can you relate these?

MY CAREER DEVELOPMENT COURSE OF ACTION

DIRECTIONS

1. Complete the information above to the best of your knowledge and experience.. Fill in the columns proceeding from left to right.

2. When you have completed this folder, it will serve as a guide to your career planning.

3. Continue exploring your career choices listed under Aims and Goals and select those you like most and feel you are best suited for.

4. Continue to research the career choices you have selected as possible careers.

5. You are now in process of building your career. As you master your immediate objectives and goals, you can raise your sights and aims and continue to build your career at your own rate of progress.

SOME HELPFUL SUGGESTIONS

1. Keep your folder up to date by adding new information **immediately**.

2. Review your folder frequently and remove materials that are no longer of value and keep what is important.

3. Discuss this information with your parents, counselors and teachers from time to time to help you with your career plans.

SELF-STUDY

A. MY PERSONAL TRAITS —

LIST THE PERSONAL TRAITS YOU THINK YOU HAVE THAT WILL CONTRIBUTE TO YOUR SUCCESS:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

B. MY ABILITIES —

LIST THE ABILITIES YOU THINK YOU HAVE THAT WILL CONTRIBUTE TO YOUR SUCCESS:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

SELF-APPRAISAL

C. MY SCHOOL SUBJECTS —

LIST THE SCHOOL SUBJECTS BELOW THAT INTEREST YOU MOST

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______

+

D. MY PERSONAL ACTIVITIES —

LIST BELOW YOUR HOBBIES AND EXTRA-CURRICULUM ACTIVITIES:

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______

+

AIMS AND GOALS

E.

CHECK BELOW YOUR HIGHEST INTEREST FIELDS FROM YOUR INTEREST SURVEY:

1. Business .... ☐
2. Scientific .... ☐
3. Artistic .... ☐
4. Health/Welfare .... ☐
5. Clerical .... ☐
6. Technical .... ☐
7. Personal Services .... ☐
8. Outdoor .... ☐

=

F.

LIST BELOW THE CAREER CHOICES (FROM YOUR WORKSHEET) YOU WOULD LIKE TO EXPLORE:

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______

APPENDIX A

Guideline for an Individual
Research Study of an Occupation

STUDY OF A CAREER

Research and Planning Outline Form

I. NAME OF THE CAREER OR CAREER FIELD ________________________

A. Is there a DOT number for this career? ________________________

B. Other names often used for this career? ________________________

____

C. Reasons for selecting this particular career to study. ____________

____

II. HISTORY OF THE CAREER ________________________

____

____

III. PEOPLE IN THIS CAREER

A. Approximately how many people are now employed in this career field? ________________________

B. Briefly discuss current employment trends relating to this career.

____

____

C. Where are jobs related to this career most often found? Why?

____

____

IV. DUTIES OF THIS CAREER

A. General duties ________________________

____

____

B. Specific duties ________________________

____

C. Hours of work ordinarily required ________________________

D. Is there anything unusual about the number of hours or nature of the work schedule which might relate to this job field? (Seasonal fluctuations, days, nights, split shifts, etc.)

____

____

V. QUALIFICATIONS OF WORKERS IN THIS FIELD:

A. Sex ______________________________________

B. Age ______________________________________

C. Health and physical ________________________

____

D. Personality ________________________________

E. Experience _________________________________

____

F. Aptitudes __________________________________

____

G. Education (general level and type required) __________

____

____

H. Other _____________________________________

____

I. What are the most common methods of entry into this career? ______

____

Which one would you choose? __________________

Why? _______________________________________

____

VI. EDUCATIONAL PLANNING

D. Is there anything unusual about the number of hours or nature of the work schedule which might relate to this job field? (Seasonal fluctuations, days, nights, split shifts, etc.)

V. QUALIFICATIONS OF WORKERS IN THIS FIELD:

A. Sex

B. Age

C. Health and physical

D. Personality

E. Experience

F. Aptitudes

G. Education (general level and type required)

H. Other

I. What are the most common methods of entry into this career?

Which one would you choose?

Why?

VI. EDUCATIONAL PLANNING

D. Is there anything unusual about the number of hours or nature of the work schedule which might relate to this job field? (Seasonal fluctuations, days, nights, split shifts, etc.)

V. QUALIFICATIONS OF WORKERS IN THIS FIELD:

A. Sex

B. Age

C. Health and physical

D. Personality

E. Experience

F. Aptitudes

G. Education (general level and type required)

H. Other

I. What are the most common methods of entry into this career?

Which one would you choose?

Why?

VI. EDUCATIONAL PLANNING

D. Is there anything unusual about the number of hours or nature of the work schedule which might relate to this job field? (Seasonal fluctuations, days, nights, split shifts, etc.)

____

____

V. QUALIFICATIONS OF WORKERS IN THIS FIELD:

A. Sex ______________________________

B. Age ______________________________

C. Health and physical ______________________________

____

D. Personality ______________________________

E. Experience ______________________________

____

F. Aptitudes ______________________________

____

G. Education (general level and type required) ______________________________

____

____

H. Other ______________________________

____

I. What are the most common methods of entry into this career? ______

____

Which one would you choose? ______________________________

Why? ______________________________

____

VI. EDUCATIONAL PLANNING

A. Develop a complete high school program that would be the best preparation for this career, for entry into a post-secondary school if one is necessary for this career.

B. Are post-secondary vocational-technical schools involved in the preparation for this career Give specific examples

C. If you decide to attend a post-secondary school, what entrance requirements might you expect? What courses would you expect to take? What is the length of training? Cost of training?

D. Briefly describe any armed forces training opportunities that may relate to this career.

E. Is a college or university education required? If it is, consider the following important factors:

1. Length of college course
2. Specialized courses required for graduation or certification.
3. Approximate cost per year (on-campus or off-campus)
4. What are the scholarships, loans or grants that you could apply for to help with the cost of this training?

F. Other Training (Discuss)

1. Is this an apprenticeable program? ______________________

2. Company training program ______________________

____

3. On-the-job training ______________________

____

VII. RELATED FIELDS

A. List and briefly describe several career fields related to the one you have chosen to explore. (Refer to occupational cluster posters.)

____

____

____

____

____

B. List other careers that could effectively utilize the training and experience. ______________________

____

____

____

VIII. FINDING A JOB IN THIS CAREER FIELD

A. Legal requirements for entry into this field ______________________

____

B. Public and/or private employment agencies that might be helpful in securing a job in this field ______________________

____

____

C. Newspaper ads (attach to separate sheet several ads pertaining to this career)

D. Briefly describe the manner in which you would go about making a direct application for a first job in this field ____________

____

____

E. List four local firms where employment in this career field could be found ____________________________

____

____

F. If you were to make application for this job, whom would you use for recommendations? List three persons. (refer to appendix A; Letter of application)

____

____

____

G. Write a sample letter of application for this type of position on a separate sheet of paper and attach.

IX. EARNINGS

A. How much can you expect to make from this career?

1. Beginning salary? ____________________________
2. Average salary? ____________________________
3. Exceptional salary? ____________________________

B. What expenses might you have to meet in following this career?

____

____

X. THE NATURE OF THE JOB

A. List some benefits other than salary that you would expect to gain from this career ____________________________

____

B. What hazards can you anticipate in this job field? ____________

____

____

C. What organizations can you be expected to join? ____________

____

____

D. What demands would this career place on a family? ____________

____

____

XI. CAREER ADVANCEMENT

A. What are the chances for advancement in this field? ____________

____

B. Would advancement require additional training? Explain ________

____

____

____

C. Would advancement require additional duties? Explain ________

____

____

D. Could advancement require moving to another location? Explain __

____

____

E. Is there a need for continuing education to hold this position?

Explain ________________________________

____

XII. ARRANGE AN INTERVIEW with someone employed in this career field. Ask this resource person the same questions you have been exploring in this project and any additional questions you may have. Write a summary of this interview.

XIII. AFTER STUDYING THIS CAREER in depth, state why you would or would not be interested in making this your own career objective.

APPENDIX B

Personal Data Sheet

PERSONAL DATA SHEET

NAME: John Baker
ADDRESS: 319 Oak St., Bismarck, ND 58640
TELEPHONE: 255-3240
MARITAL STATUS: Single

AGE: 19
HEIGHT: 5'11"
WEIGHT: 160

EDUCATION: Elementary School: Cunningham School; graduated 1965
High School: Roosevelt High School; graduated 1969
Commercial course with general business major
Electives included business procedures and bookkeeping

PREVIOUS EMPLOYMENT: Clerk, National Insurance Co., 145 N. LaSalle St.,
Centerville,
June 1969 to present
Clerk, Check-Clearing Dept., State Bank,
917 Dearborn St., Centerville,
June - September 1968
Supervisor: Mr. H. C. Smith

SCHOOL ACTIVITIES: Business Club, football team, Student Council

PRESENT INTERESTS: Photography, camping, record collecting

REFERENCES: Mr. T. R. Preston
Section Manager
National Insurance Co.
145 N. LaSalle St.
Centerville, Ill. 62201
DEarborn 2-9820

Mr. L. E. Fisher
Accounting Instructor, Roosevelt High School
2034 E. Main St.
Centerville, Ill. 62201
NAtional 8-6880

Mr. P. A. Johnson
4839 South Boulevard
Centerville, Ill. 62201
ALpine 1-4906

APPENDIX C

Occupational Clusters for Social Studies

DIAGRAMS FOR EXPLORING OCCUPATIONS
RELATED TO SCHOOL SUBJECTS

The diagrams on the following pages are designed to assist students who are undecided about a specific occupation, but have interest in one of the major subject areas. Each occupation has been coded according to the Dictionary of Occupational Titles for easy reference. Students who desire to obtain additional information about a certain occupation can refer to the professional file by the Dictionary of Occupational Titles code number.

The Dictionary of Occupational Titles is a United States Department of Labor publication, and consists of five points:

(1) The occupational title,

(2) the industry designation or work activity with which the occupation is identified,

(3) classification by code number,

(4) alternate titles, and

(5) a brief description of the duties of the occupation.

The D. O. T. is available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D, C, 20402.

The above refers to eh D.O.T. (Dictionary of Occupational Titles) 1965 Third Edition, Volumns I & II.

Suggestion: The diagrams can be used on bulletin boards or for class discussions. (We would be interested to know how your school uses this information, particularly if the methods are different from those listed above.)

Mail Order Form to: D.O.T. ORDER FORM (All orders are prepaid)
Superintendent of Documents, Government Printing Office, Washington D. C. 20402

Enclosed find $_______ (check or money order)

Please send me ______ Volume I - Definitions of Titles - at $5.00 each

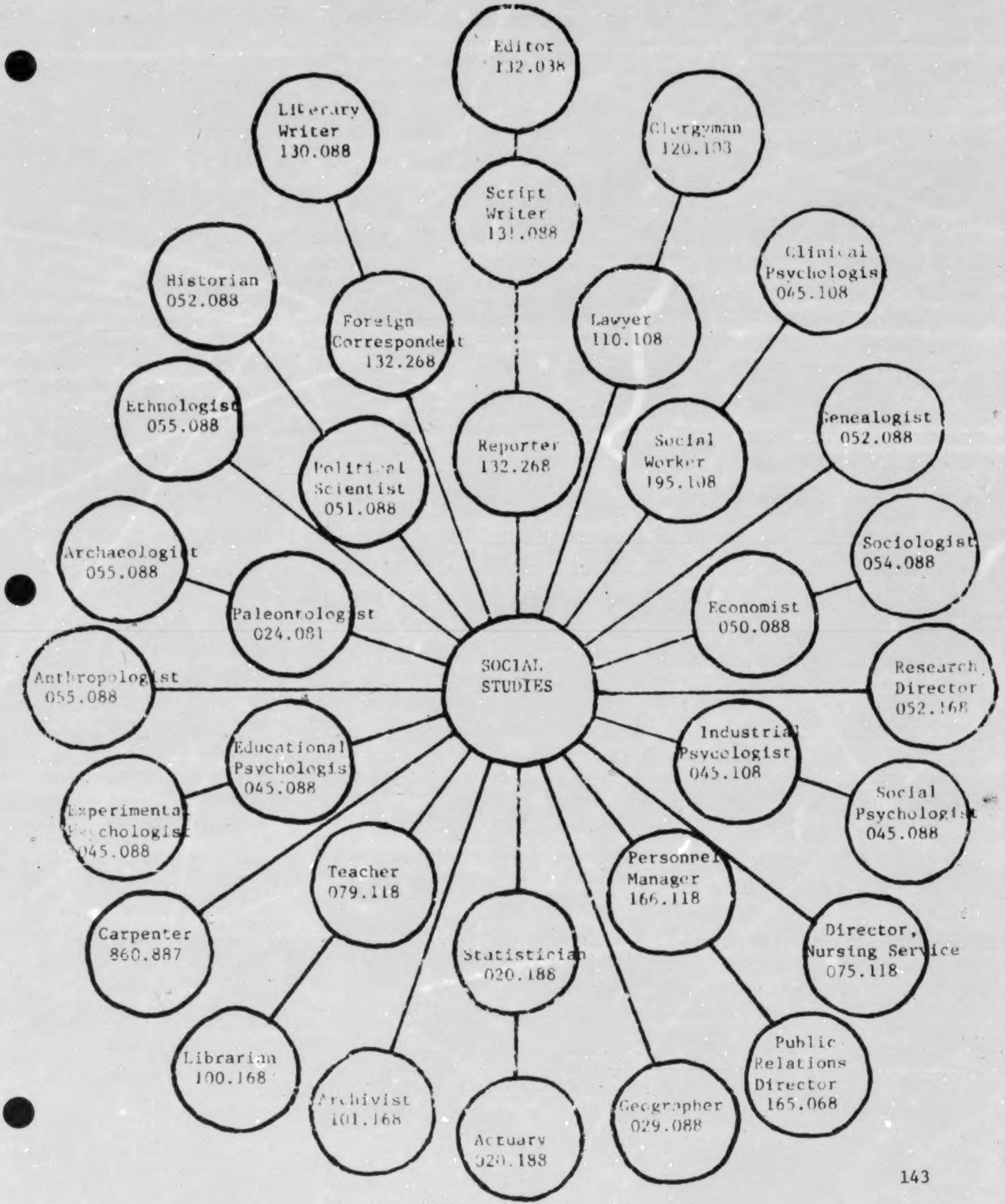
Please send me ______ Volume II - Occupational Classification - at $4.25 each

Name________________________________School______________________________

Street Address____

City, State and ZIP Code____

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN SOCIAL STUDIES


Editor 132.038
Literary Writer 130.088
Clergyman 120.108
Script Writer 131.088
Historian 052.088
Clinical Psychologist 045.108
Foreign Correspondent 132.268
Lawyer 110.108
Ethnologist 055.088
Reporter 132.268
Social Worker 195.108
Genealogist 052.088
Political Scientist 051.088
Archaeologist 055.088
Sociologist 054.088
Paleontologist 024.081
Economist 050.088
Anthropologist 055.088
SOCIAL STUDIES
Research Director 052.168
Educational Psychologist 045.088
Industrial Psycologist 045.108
Experimental Psychologist 045.088
Social Psychologist 045.088
Teacher 079.118
Personnel Manager 166.118
Carpenter 860.887
Statistician 020.188
Director, Nursing Service 075.118
Librarian 100.168
Archivist 101.168
Actuary 020.188
Geographer 029.088
Public Relations Director 165.068

PUBLIC SERVICES

ADMINISTRATION AND REGULATORY SERVICES

Direct and coordinate the varied activities in local, State, and Federal government agencies. Provide regulatory services for financial institutions, public records, licensing, customs and immigration, and facilities.

- City Managers
- Accountants
- Advertising Workers
- Marketing Research Workers
- Personnel Workers
- Public Relations Workers
- Purchasing Agent
- Engineers
- Regulatory Services-Financial
- Regulatory Services-Other

URBAN DEVELOPMENT

Research and solve urban problems to help our cities become more convenient, comfortable, and safe places in which to live and work.

- Urban Planners
- Environmental Scientists
- Life Science Occupations
- Physical Scientists
- Social Sciences
- Engineering and Science Technicians
- Draftsmen
- Food Processing Technicians
- Technical Writers
- Photographers
- Architects
- Landscaping Architects
- Systems Analysts
- Programmers
- Surveyors
- Electronic Computer Operating Personnel
- File Clerks
- Office Machine Operators

EDUCATION

Provide professional, technical, managerial, and related personnel that has been associated with the changing character of our economy.

- Teaching
- Counseling
- Supervision
- Support Activities
- Transportation
- Extension Service

PROTECTIVE SERVICES

Supply protective services that may be one of the conservation occupations such as a Forest Ranger preserving wildlife or an FBI Special Agent investigating espionage and sabotage.

- Law Enforcement
- Inspectors and Investigators
- Special Services
- Military
- Civil Defense

POST OFFICE

Apply modern marketing techniques toward improving the postal product line.

- Management
- Postmaster
- Supervisor
- Crafts

PUBLIC UTILITIES

Produce, develop markets, and distribute public utilities to the consumer.

- Water Systems
- Sanitary Service
- Electric Service
- Gas Service
- Customer Service Occupations

PUBLIC HEALTH

Provide (1) vital statistics, (2) environmental sanitation, (3) communicable disease control, (4) laboratory services, (5) maternal and child health, (6) chronic disease control and promote adult health, (7) health education.

- County Health Officer
- Sanitarian
- Field Health Officer

See HEALTH

LABOR AFFAIRS

Supply the labor demands of business and industry, protect the interests of the worker, and maintain a healthy economy.

- Employment Services
- Employment Compensation
- Labor Standards

PUBLIC TRANSPORTATION

Provide jobs in such areas as rapid transit, railroads, buses and trucks, airports and terminals, traffic control, maintenance, inland waterways operation, port authorities, turnpike and tollbridges, registration and licensing, and inspection.

See TRANSPORTATION

SOCIAL SERVICES, REHABILITATION, CORRECTION

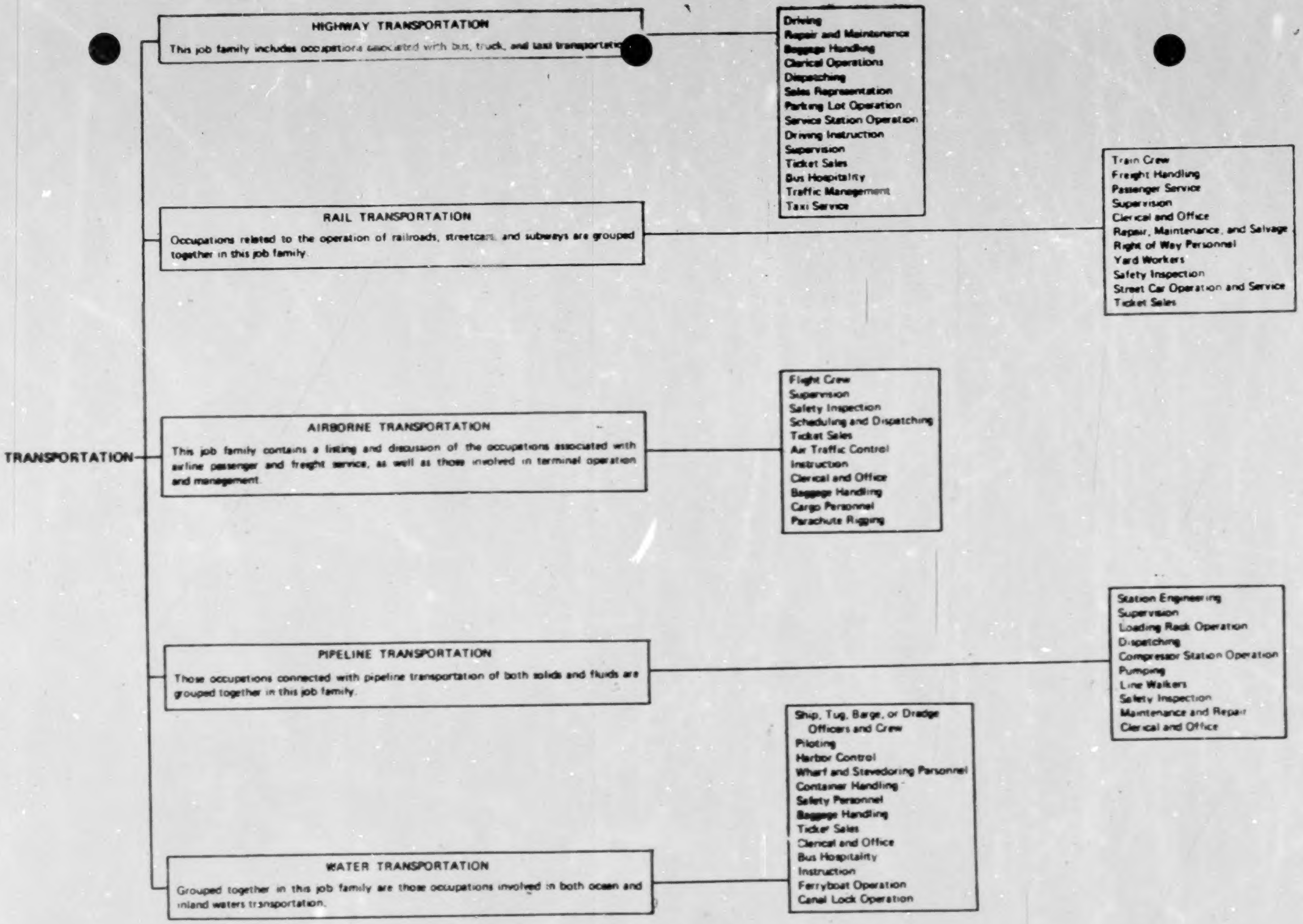
Meet the need for organized social services, rehabilitation, and correction of a complex urban society.

- Social Workers
- Social Service Aides
- Institutional Child Care Technician
- Rehabilitation Counselors
- Lawyers

PARKS AND RECREATION

Provide some form of parks and recreational facilities for year-round community activities.

See: HOSPITALITY AND RECREATION



TRANSPORTATION

HIGHWAY TRANSPORTATION

This job family includes occupations associated with bus, truck, and taxi transportatio

- Driving
- Repair and Maintenance
- Baggage Handling
- Clerical Operations
- Dispatching
- Sales Representation
- Parking Lot Operation
- Service Station Operation
- Driving Instruction
- Supervision
- Ticket Sales
- Bus Hospitality
- Traffic Management
- Taxi Service

RAIL TRANSPORTATION

Occupations related to the operation of railroads, streetcars, and subways are grouped together in this job family.

- Train Crew
- Freight Handling
- Passenger Service
- Supervision
- Clerical and Office
- Repair, Maintenance, and Salvage
- Right of Way Personnel
- Yard Workers
- Safety Inspection
- Street Car Operation and Service
- Ticket Sales

AIRBORNE TRANSPORTATION

This job family contains a listing and discussion of the occupations associated with airline passenger and freight service, as well as those involved in terminal operation and management.

- Flight Crew
- Supervision
- Safety Inspection
- Scheduling and Dispatching
- Ticket Sales
- Air Traffic Control
- Instruction
- Clerical and Office
- Baggage Handling
- Cargo Personnel
- Parachute Rigging

PIPELINE TRANSPORTATION

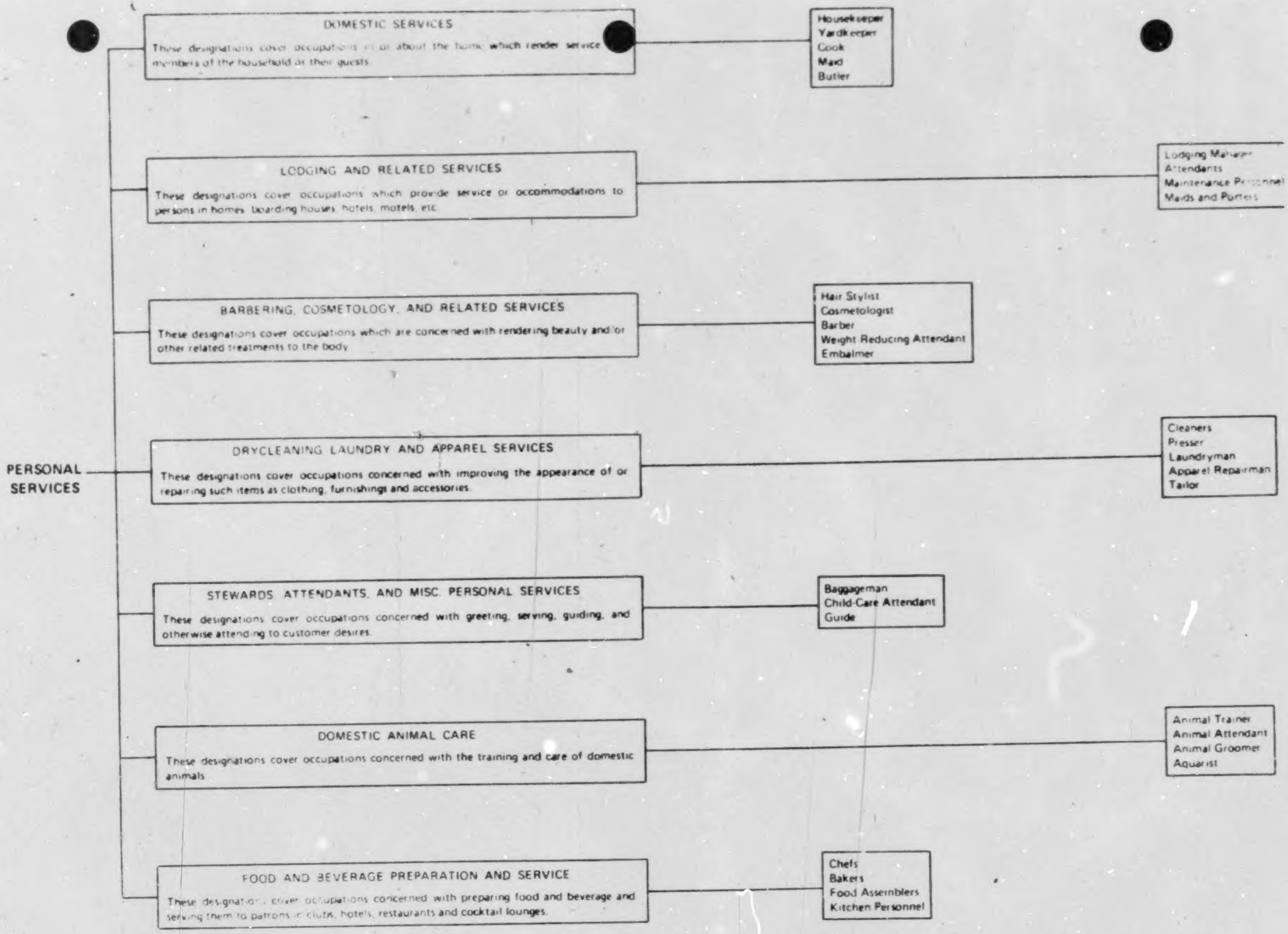
Those occupations connected with pipeline transportation of both solids and fluids are grouped together in this job family.

- Station Engineering
- Supervision
- Loading Rack Operation
- Dispatching
- Compressor Station Operation
- Pumping
- Line Walkers
- Safety Inspection
- Maintenance and Repair
- Clerical and Office

WATER TRANSPORTATION

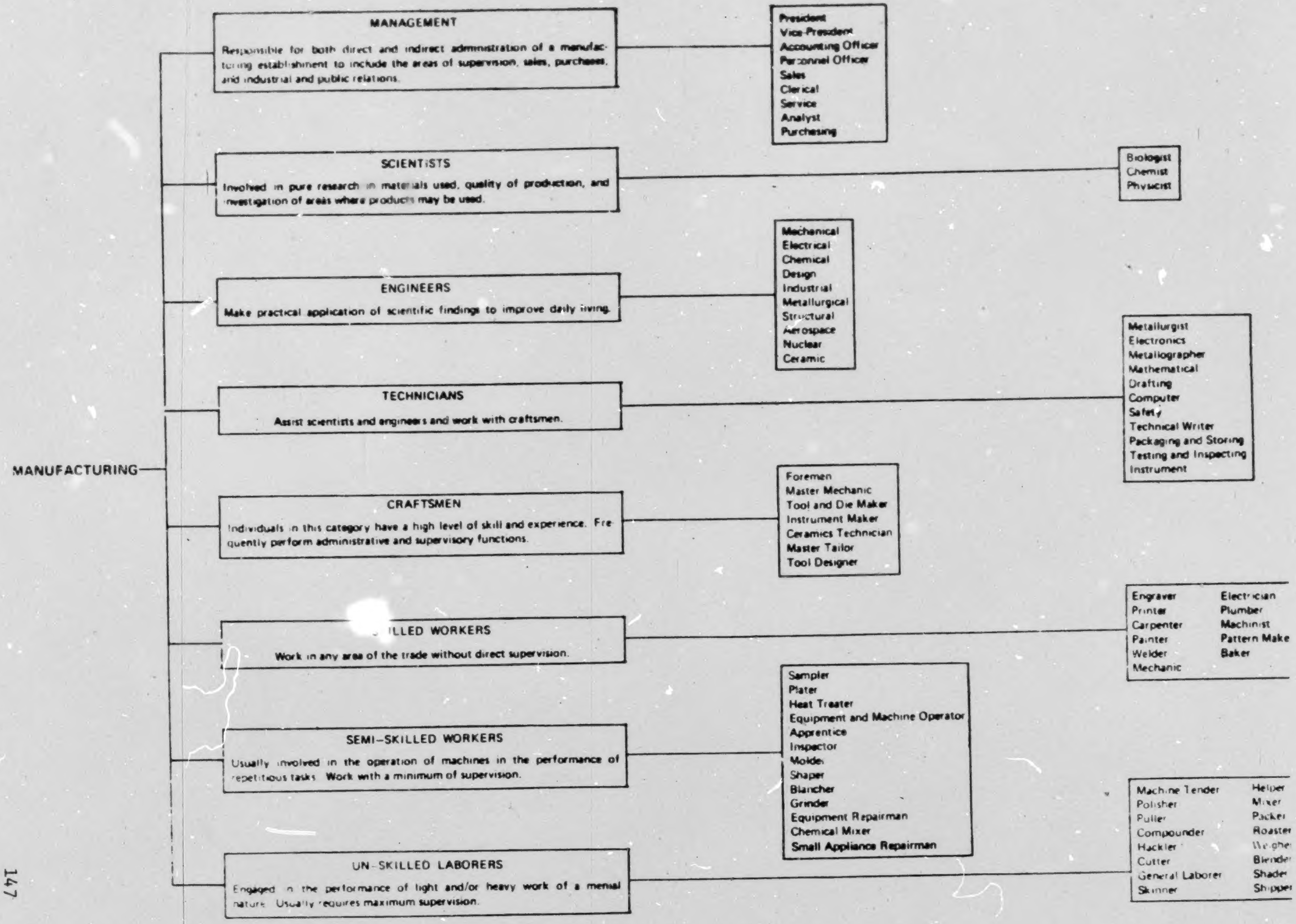
Grouped together in this job family are those occupations involved in both ocean and inland waters transportation.

- Ship, Tug, Barge, or Dredge Officers and Crew
- Piloting
- Harbor Control
- Wharf and Stevedoring Personnel
- Container Handling
- Safety Personnel
- Baggage Handling
- Ticket Sales
- Clerical and Office
- Bus Hospitality
- Instruction
- Ferryboat Operation
- Canal Lock Operation



PERSONAL SERVICES

- DOMESTIC SERVICES
  These designations cover occupations in or about the home which render service members of the household or their guests.
  - Housekeeper
  - Yardkeeper
  - Cook
  - Maid
  - Butler
- LODGING AND RELATED SERVICES
  These designations cover occupations which provide service or accommodations to persons in homes, boarding houses, hotels, motels, etc.
  - Lodging Manager
  - Attendants
  - Maintenance Personnel
  - Maids and Porters
- BARBERING, COSMETOLOGY, AND RELATED SERVICES
  These designations cover occupations which are concerned with rendering beauty and/or other related treatments to the body.
  - Hair Stylist
  - Cosmetologist
  - Barber
  - Weight Reducing Attendant
  - Embalmer
- DRYCLEANING LAUNDRY AND APPAREL SERVICES
  These designations cover occupations concerned with improving the appearance of or repairing such items as clothing, furnishings and accessories.
  - Cleaners
  - Presser
  - Laundryman
  - Apparel Repairman
  - Tailor
- STEWARDS, ATTENDANTS, AND MISC. PERSONAL SERVICES
  These designations cover occupations concerned with greeting, serving, guiding, and otherwise attending to customer desires.
  - Baggageman
  - Child-Care Attendant
  - Guide
- DOMESTIC ANIMAL CARE
  These designations cover occupations concerned with the training and care of domestic animals.
  - Animal Trainer
  - Animal Attendant
  - Animal Groomer
  - Aquarist
- FOOD AND BEVERAGE PREPARATION AND SERVICE
  These designations cover occupations concerned with preparing food and beverage and serving them to patrons in clubs, hotels, restaurants and cocktail lounges.
  - Chefs
  - Bakers
  - Food Assemblers
  - Kitchen Personnel



MANUFACTURING

MANAGEMENT

Responsible for both direct and indirect administration of a manufacturing establishment to include the areas of supervision, sales, purchases, and industrial and public relations.

- President
- Vice-President
- Accounting Officer
- Personnel Officer
- Sales
- Clerical
- Service
- Analyst
- Purchasing

SCIENTISTS

Involved in pure research in materials used, quality of production, and investigation of areas where products may be used.

- Biologist
- Chemist
- Physicist

ENGINEERS

Make practical application of scientific findings to improve daily living.

- Mechanical
- Electrical
- Chemical
- Design
- Industrial
- Metallurgical
- Structural
- Aerospace
- Nuclear
- Ceramic

TECHNICIANS

Assist scientists and engineers and work with craftsmen.

- Metallurgist
- Electronics
- Metallographer
- Mathematical
- Drafting
- Computer
- Safety
- Technical Writer
- Packaging and Storing
- Testing and Inspecting
- Instrument

CRAFTSMEN

Individuals in this category have a high level of skill and experience. Frequently perform administrative and supervisory functions.

- Foremen
- Master Mechanic
- Tool and Die Maker
- Instrument Maker
- Ceramics Technician
- Master Tailor
- Tool Designer

SKILLED WORKERS

Work in any area of the trade without direct supervision.

- Engraver
- Printer
- Carpenter
- Painter
- Welder
- Mechanic
- Electrician
- Plumber
- Machinist
- Pattern Make
- Baker

SEMI-SKILLED WORKERS

Usually involved in the operation of machines in the performance of repetitious tasks. Work with a minimum of supervision.

- Sampler
- Plater
- Heat Treater
- Equipment and Machine Operator
- Apprentice
- Inspector
- Molder
- Shaper
- Blancher
- Grinder
- Equipment Repairman
- Chemical Mixer
- Small Appliance Repairman

UN-SKILLED LABORERS

Engaged in the performance of light and/or heavy work of a menial nature. Usually requires maximum supervision.

- Machine Tender
- Polisher
- Puller
- Compounder
- Hackler
- Cutter
- General Laborer
- Skinner
- Helper
- Mixer
- Packer
- Roaster
- Weigher
- Blender
- Shader
- Shipper

APPENDIX D

Guidelines For Use of Resource Persons

Letter To Resource Person

Dear ________________________________

My students are studying ________________________________
We would like to have some first hand knowledge about this area. We are very interested in the work that you do at your job. Below are listed some areas that we would like to have included in your talk to the class.

1. Title of job
2. Duties
3. Training or preparation required.
4. Approximate starting salary - salary after ten years (average).
5. Have you been doing this same type of work all of your working life.
6. Demand for such a job.
7. Supply of workers for this occupation.
8. Physical characteristics needed.
9. Social characteristics needed.
10. Do you work alone or with others.
11. Do you need to get along and cooperate with other workers.
12. What school courses helped a great deal in preparing you for this work?
13. How do you feel after a days work? Why?
14. Why do you work?
15. Do you like this job?
16. What are the good and bad points about it?
17. How and where training can be obtained.
18. Leave plenty of time for questions.

Listed below is some information you may find useful.

Subject area ____________________
Number of students ____________
Description of facilities and equipment available ____________________________

____

Thank you very much for consenting to spend some time with our class.

Sincerely yours,

Teacher

Follow - up of Resource Person

1. Discuss things they learned from visit (what do they know now about this job that they did not know in the past).

2. Discuss:

    a. What are the employment opportunities for these workers?

    b. Would you like this type of work?

    c. What characteristics do you have that would be valuable in this work?

    d. What must you improve on if you were to go into this line of work?

    e. What requirements (educational, physical, etc.) are necessary for this work?

    f. What geographical factors, if any, determine the location of this type of work?

RESOURCE PEOPLE GUIDELINES

Preparation:

1. Make the initial contact.
2. Teacher should obtain background information on person so she can make the introduction.
3. Provide information to the speaker describing the type and number of students, the program, facilities and equipment you can provide, things to cover, etc. (letter for this purpose attached)
4. Cover the area concerning the resource person before he or she comes to the classroom.
5. Give students some general knowledge of this person's field.
6. Talk about questions that they wish to have answered. (general) Have these organized so that all questions can be asked without repetition.
7. If question period lags the teacher should ask questions to bring out things that haven't been covered thus far.
8. Have the resource person ask students "What do you think I do?" before he begins his presentation.
9. Follow - up of field trip for evaluation purposes.

APPENDIX E

Guideline For Field Trips For Career Education

Guideline for Field Trips for Career Development

A. Teacher-Pupil Planning

1. Plan type of trip.
2. Are students interested in going on field trip?
3. Is trip justifiable? (Can classroom provide same learning?)
4. Reason for taking trip:
    - a. Develop awareness of different workers
    - b. Helping them observe working conditions
    - c. Awareness of interdependence of workers

B. Teacher Preparation

1. Permission from principal
2. Plans for transportation
3. Permission slips
   Develop form-sheet for the tour of business place
4. Contact business tour establishment
    - a. Permission to come and definite date and time
    - b. Provide information for business place being toured
        - 1) Number of students
        - 2) Age, grade level, etc.
        - 3) What material covered by students previously
        - 4) Questions students might ask
        - 5) Safety measures to be observed
        - 6) Questions workers might ask
    - c. Secure any information or materials from business for students to review before going on trip

C. Pupil Preparation

1. Watch for:
    - a. Working conditions
    - b. Duties of workers
    - c. Clothes they wear - appropriate
    - d. Number of workers
    - e. Safety
    - f. Do workers enjoy the kind of work they are doing
2. Special instructions
    - a. Appropriate clothing
    - b. Conduct on tour
    - c. Safety practices
    - d. Courtesy throughout tour
    - e. Departure time

D. Follow - Up

1. Did you enjoy the trip?
2. Would you recommend the trip for others? Why? Why not?
3. Were all questions answered?
4. Did you observe any kind of work you would enjoy doing?
5. What did you learn on this trip that you didn't learn in the classroom?

APPENDIX F

Addresses for Suppliers of Resource Material

ADDRESS OF SUPPLIERS OF RESOURCE MATERIALS

Academy Films
748 West Seward St.
Hollywood, Calif. 90038

Allyn & Bacon Inc.
College Division
Rockleigh, NJ 07647

American Book Company
300 Pike Street
Cincinnati, Ohio 45202

American Guidance Service
Publishers Bldg.
Circle Pines, Minn. 44014

Association-Sterling Films
512 Burlington Ave.
LaGrange, IL. 60525

Association Films
660 Madison Ave.
New York, NY 10022

BFA (Bailey-Film Assoc.)
2211 Michigan Ave.
Santa Monica, CA 90404

Benefic Press
10300 W. Roosevelt Rd.
Westchester, IL 60153

Bobbs & Merrill
4300 W. 62nd St.
Indianapolis, Ind. 46268

Careers, Inc.
P. O. Box 135
Largo, Florida 33540

Childrens Press
1224 W. Van Buren St.
Chicago, IL 60607

The Child's World, Inc.
515 N. Front St., Box 711
Mankato, Minn. 56001

Chilton Book Co.
401 Walnut St.
Philadelphia, PA 19106

Churchill Films
662 N. Robertson Blvd.
Los Angeles, Calif. 90069

David C. Cook Pub. Co.
Elgin,
Illinois 60120

Communico
1735 Administration Dr.
St. Louis, MO 63141

Coronet Films
Coronet Building
65 E. South Water St.
Chicago, IL 60601

Coward-McCann, Inc.
200 Madison Ave.
New York, NY 10016

Crowell, Thomas Y.
201 Park Ave. S.
New York, NY 10003

Denoyer-Geppert
5235 Ravenswood Ave.
Chicago, IL 60640

Developmental Learning Corp.
3505 N. Ashland Ave.
Chicago, IL 60657

Dillon Press
108 Washington Ave. N.
Minneapolis, MN 55401

Walt Disney Productions
Educational Film Division
500 S. Buenavista Ave.
Burbank, Calif. 91503

Dodd, Mead & Company
79 Madison Ave.
New York, NY 10016

Doubleday & Company
501 Franklin Ave.
Garden City, NY 11530

Edu-Craft
(See Denoyer-
Geppert)

Educators Progress Service, Inc.
212-214 Center St.
Randolph, Wisc. 53956

Educational Progress Corp.
8538 E. 41st St.
Tulsa OK 74145

Encyclopaedia Brittanica
Preview/Rental Library
1822 Pickwick Ave.
Glenview, IL 60025

Eye Gate House
146-01 Archer St.
Jamaica, NY 11435

Fearon Publishers, Inc.
2165 Park Blvd.
Palo Alto, Calif. 94306

Filmstrip House
432 Park Ave. S.
New York, NY 10016

Filmstrip of the Month
Popular Science Pub. Co.
355 Lexington Ave.
New York, NY 10017

Finney Company
3350 Gorham Ave.
Minneapolis, MN. 55426

Florida Development Commission
Film Library
Collins Bldg.
Tallahasee, Florida

Follett Educational Corp.
Customer Service Center
Box 5705
Chicago, IL 60680

Ford Market, Inc.
63 St. Anthony Blvd. N. E.
Minneapolis, MN 55421

Gel-Stenn
911-913 S. Hill St.
Los Angeles, Calif. 90015

Ginn & Company
Staler Building
125 Second Ave.
Boston, Mass. 02154

Grove Press
80 University Pl.
New York, NY 10003

Guidance Associates
41 Washington Ave.
Pleasantville, NY 10570

E. M. Hale & Co., Inc.
1201 S. Hastings Way
Eau Claire, WI 54701

Harper & Row Publishers
Keystone Industrial Park
Scranton, PA 18512

Harvey House, Inc.
5 S. Buckhout St.
New York, NY 10533

Hawthorne Book, Inc.
70 Fifth Ave.
New York, NY 10011

Highlights for Children
2300 W. Fifth Ave.
Columbus, OH 43216

Holt, Rinehart & Winston, Inc.
383 Madison Ave.
New York, NY 10017

Houghton Mifflin Co.
1900 S. Batavia Ave.
Geneva, IL 60134

Imperial Film Co.
4404 S. Florida Ave.
Lakeland, Florida 33803

Information Systems & Service
P. O. Box 1231
Milwaukee, Wisc. 53201

Instructo Corp.
Paoli,
Pennsylvania 19301

Jam Handy
2781 E. Grand Blvd.
Detroit, Michigan 48211

Alfred A. Knopf, Inc.
501 Madison Ave.
New York, NY 10022

Laidlaw Brothers
Thatcher & Madison
River Forest, IL 60305

Little Brown & Co.
34 Beacon St.
Boston, MA 02106

Long Filmslide Service
7505 Fairmount Ave.
El Cerrito, Calif.

Marrow Publications
4163 Market St.
San Diego, Calif. 92101

Macrae-Smith Co.
225 S. 15th St.
Philadelphia, PA 19102

McGraw-Hill Book Co.
330 W. 42nd St.
New York, NY 10036

Melmont Publishers
(See Childrens Press)

Milton Bradley Aids
74 Park St.
Springfield Mass. 01102

Modern Talking Picture Service
9129 Lyndale Ave. S.
Minneapolis, MN 55420

National Dairy Council
111 North Canal St.
Chicago, IL 60606

National Forum Foundation
(See American Guidance Service)

National Gallery of Art
Extension Service
Washington, DC

Net Film Service
Indiana University
Bloomington, IN 47405

F. A. Owens Publishing Co.
Dansville,
New York

Oxford Book Co.
387 Park Ave. S.
New York, NY 10016

G. P. Putnam
200 Madison Ave.
New York, NY 10016

Q Ed Productions
P. O. Box 1608
Burbank, Calif. 91505

Radim Films
220 W. 42nd St.
New York, NY 10036

Random House
201 East 50th St.
New York, NY 10022

Richard Rosen Press
29 E. 21st St.
New York, NY 10010

Rider College
Public Information Unit
Trenton, NJ 08602

Scholastic Book Service
2931 E. McCarty St.
Jefferson City, MO 65101

Scholastic Magazine, Inc.
(Weekly Reader)
902 Sylvan Ave.
Englewood Cliffs, NJ 07632

Science Research Assoc.
259 E. Erie St.
Chicago, IL 60611

Scott, Foresman & Co.
3145 Piedmont Rd. N. E.
Glenview, IL 60025

Sextant Systems
(See Information Systems
& Services)

Shell Film Library
450 N. Meridian St.
Indianapolis, Ind. 46204

Silver Burdett Company
460 S. N. W. Highway
Park Ridge, IL 60068

Society for Visual Education
1345 Diversey Parkway
Chicago, IL 60614

Steck-Vaughn Co.
Box 2028
Austin, Texas 78767

Sterling Publishing Co., Inc.
419 Park Ave. S.
New York, NY 10016

Taylor Publishing Co.
Box 597
Dallas, Texas 75221

Texaco Inc.
Mr. Smithwick
1570 Grant St.
Denver, Colo.

Thompkins Films
Box 46611
Los Angeles, Calif. 90046

Trend Enterprises
White Bear Lake,
Minnesota

U. S. Government Printing Office
Superintendent of Documents
Washington, DC 20402

U. S. Dept. of Labor
240 New Federal Bldg.
653 Second Ave. N.
Fargo, ND 58102

Viking Press
625 Madison Ave.
New York, NY 10022

VISTA
1111 18th St. N. W.
Washington, DC 20506

J. Weston Walch, Publisher
Box 1075
Portland, Maine 04104

Franklin Watts, Inc.
575 Lexington Ave.
New York, NY 10022

Weekly Reader
(See Scholastic Magazine)

Westminster Press
Witherspoon Bldg.
Juniper & Walnut St.
Philadelphia, PA 19107

Weston Woods
Newtown Turnpike
Weston, Conn. 06880

Whitman, Albert
560 W. Lake St.
Chicago, IL 60606

John Wiley & Sons
605 Third Ave.
New York, NY 10016

H. Wilson Corporation
555 West Taft Drive
South Holland, IL 60473